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ABSTRACT

As increased attention is placed on the role of schools in the development of character, community service/service learning, the concept of providing instrution through the study of community issues, action to address them, and reflection on the experience, can help meet school and community goals. Through community service/service learning, students at all levels can develop empathy, cooperation, citizenship, and self-esteem. The Kentucky Education Reform Act (KERA), 1990, mandates graduation requirements that emphasize application and integration. This guide and resource manual was developed to offer practical assistance for implementing service projects. The guide includes: (1) project background and methodology; (2) rationale for service learning and project implementation recommendations; (3) study group member findings; (4) project descriptions; (5) annotated resource list of materials and organizations with a bibliography of additional resources; and (6) 10 appendices of forms used and relevant readings. The projects are based in Kentucky. The resources and organizations are regional and national. (JLS)

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ED 399 239

COMMUNITY SERVICE/SERVICE LEARNING:

AN IMPLEMENTOR'S GUIDE AND RESOURCE MANUAL

A JOINT STUDY BY THE

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Community Service/Service Learning: An Implementor's Guide and Resource Manual

A Joint Study by

KEA

Kentucky Education Association
Frankfort, Kentucky

and

AEL

Appalachia Educational Laboratory
Charleston, West Virginia

March 1996

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- KEA Assistant Executive Director for Programs, Sharon Felty-Comer, who helped conceptualize the project, facilitated nomination of study group members, assisted in study group meeting facilitation, and reviewed this publication; and
- Mary Ann Blankenship, former editor of *KEA News*, who printed the project description solicitation article.

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- Karen Schmalzbauer, parent consultant and administrator for Corporation on National and Community Service grants at the Kentucky Department of Education, who also facilitated the study group membership and project description searches; and
- Jodi Orr, coordinator for the Kentucky Points of Light Foundation; who provided guidance and technical assistance.

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AEL staff who worked to facilitate meetings and communications; provide research, literature, and resources; develop selected publication sections; blend the voices of many into one document; type; edit; typeset; and create graphic designs and layout contributed greatly to this final product. The following AEL staff members are recognized for their contributions:

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EXECUTIVE SUMMARY

Through community service/service learning, students at all levels (elementary, middle, and high schools) can make a positive difference in the lives of others as they develop empathy, cooperation, citizenship, and self-esteem while learning more about their community, careers, and themselves. While forms of community service have been undertaken on occasion by schools in the past through service clubs, in-school activities with products that benefit others, and internships in community agencies, the concepts of incorporating service into the curriculum and using reflection on service experiences as a continuing school activity gained momentum in this decade. As a result of passage in 1990 of the National and Community Service Act, the Corporation on National and Community Service was established. Charged with administration of grant programs for K-12 schools, higher education, youth corps, and national service models, the Corporation awarded more than $63 million in 154 grants in 1992 and additional monies in 1993 and 1994 funding cycles.

The Kentucky Department of Education moved quickly to organize a competitive grant program for schools and school districts from the Corporation monies that were awarded to the state. Funds were made available to districts, schools, classrooms, and community-based agencies to involve school-age youth in community service endeavors that facilitated the attainment of Kentucky Education Reform Act (KERA) goals. In 1992-93, 16 districts and 33 other school- or classroom-based projects were funded across the state's eight education service regions. These initiatives were the focus of a study group cosponsored by the Kentucky Education Association (KEA) and the Appalachia Educational Laboratory (AEL). Study group members, all Kentucky teachers involved with community service/service learning projects, requested community service/service learning program descriptions, conducted interviews with project directors, and reflected on their own practice to develop this resource for those who want to begin similar projects.

Findings of the study suggest that while funding is always welcome, the real impetus for community service/service learning comes from needs recognized by the leaders, the students, and the people served. Benefits accrue to both the community and to the students involved. Recommendations are offered in this report for teachers, principals, students, district administrators, parents, state agencies, teacher preparation programs, and legislators. They include the following advanced by study group members based upon their own experiences and those of project directors they questioned:

- **Involve students in needs assessment, planning, decisionmaking, and evaluation from the project's beginning.**
- **Lead with the needs of your community and school in mind.**
- **Involve students in reflection on service learning experiences through discussion, writing, speaking, and products.**
- **Prepare service recipients as well as students for service learning participation.**
- **Contact local businesses and organizations for assistance and involvement.**
- **Allow one project to branch into others and followup on these while avoiding duplication of projects.**
- **Encourage and support research and evaluation of service learning as essential elements of educational reform.**

Community Service/Service Learning: An Implementor's Guide and Resource Manual provides a Rationale for the practice but, perhaps even more importantly, it

- explains a step-by-step process to organize a community service/service learning project;
- suggests projects and reflection activities appropriate for various school levels;
- offers recommendations based upon the experiences of study group members and project directors interviewed;
- provides descriptions with contact information for 27 projects in operation in Kentucky; and
- links readers with more than 74 resources (books, videos, journal/newsletters, reports, and curriculum units) for project leaders; 15 related books for students; and 93 organizations offering community service/service learning technical assistance, training, and resources. A bibliography of more than 300 references is also included.

This guide for educators and business and community representatives recognizes Kentucky pioneers in community service/service learning and eases the way for future implementors and the students in their programs. KEA distributes *Community Service/ Service Learning: An Implementor's Guide and Resource Manual* to KEA members upon request. AEL provides the 187 page document at cost ($14.00) to all others upon request.

INTRODUCTION

In its 1993 report, *What You Can Do for Your Country*, the Commission on National and Community Service describes the United States as having entered a new, post-Cold War era in which citizens are most concerned about difficult domestic problems—economic performance, violence and drugs, racial and class division, and poverty. Most importantly, there is concern about the state of our children. Children unprepared to learn, enrolled in schools unable to reach them, often become parents themselves in circumstances so dire that the cycle is perpetuated. The Commission's report suggests that an important part of this generation's answer to these social dilemmas is community service. Thirty-two years after President John F. Kennedy challenged for Americans to ask, "What can I do for my country?" our nation's leaders have reissued the challenge to serve our communities. The Commission defines community service as "voluntary involvement in dealing directly and personally with the social needs and challenges" faced by citizens today (p. viii).

People want to help others in specific ways and to be respected for their contributions. The structure of community service can develop and channel the energy and talents of young people in productive and educational directions. It can lead to improved self-esteem, learning, cooperation, and citizenship, paying life-long dividends to society. Benefits from community service/service learning may occur in the form of attention that nurtures a young child; reinforcement of what teachers do in classrooms; support for ill or incapacitated people; support for the fragile environment; and services to the homeless, the addicted, and the abused. Those who provide services develop their own knowledge, skills, and character, build new relationships, escape the bystander's sense of pessimism and powerlessness, and gain a sense of personal worth and meaning. Through community service, they make a positive difference in their own lives as well.

In 1990, Congress passed the National and Community Service Act. The Act gives emphasis to a method of education and youth development called service learning. Students learn and develop through active participation in thoughtfully organized service experiences that meet identified community needs. Projects are organized collaboratively by the school and community and integrated into the curriculum to coordinate with instruction (Commission on National and Community Service, 1993). A bipartisan Commission was charged with administration of grant programs for K-12 schools, higher education, youth corps, and national service models. Congress appropriated $75 million for fiscal year 1992, of which $63 million was distributed in 154 grants. Of the $63 million, $16.9 million was granted to K-12 programs. Evaluation of each state's subgrantee programs was completed for a 1994 Commission report, and the President and Congress were advised of meritorious developments.

Under legislation approved by Congress, the Corporation on National and Community Service awarded the Kentucky Department of Education (KDE) $269,807 in 1992 and $263,165 in 1993 for Youth Serve. The funds were used for grants to school districts, schools, classrooms, and community-based agencies to involve school-age youth in community service, and for the development of a coalition of school volunteer groups. The school projects were designed to use community service to accomplish the goals of KERA and are operating through, or in collaboration with, family resource and youth service centers and in classrooms.

Grants were awarded to 16 school districts representing the eight regional service center areas to establish model youth community service projects in 1992-93. Recipients shared their experiences and assisted with training offered statewide and through the regional service centers. Grants were awarded to Bath, Casey, Clark, Daviess, Floyd, Greenup, Jefferson, Leslie, Lyon, Pendleton, Simpson, and Spencer county school districts and to the independent districts of Covington, Dawson Springs, Frankfort, and Williamsburg. Thirty-three other school/classroom-based funded projects also represented the eight regional service center areas.

The Kentucky Education Reform Act (KERA) mandated that prior to the beginning of the 1994-95 school year, the State Board of Elementary and Secondary Education review graduation requirements in light of the learning goals and academic expectations set forth in *Kentucky's Learning Goals and Academic Expectations: What Kentucky High School Graduates Must Know and Be Able to Do as They Exit Public Schools* (Kentucky Department of Education, April, 1994, see Appendix A). The purpose of this legislative requirement is to ensure that graduation requirements carry forward student performance goals of KERA which emphasize application and integration. Community service programs can provide such application and integration of knowledge within a meaningful context. The development of new performance-based statewide assessments, at all levels and as graduation requirements, necessitates a reevaluation of current curriculum and expanded documentation and evidence of student learning. The *Task Force on High School Restructuring: Final Report*, (Kentucky Department of Education, June 30, 1993) recommends that schools pilot new graduation requirements from among five required core components (see Required Core Components included as Appendix B). Two of these components refer to and two are readily addressed by service learning programs.

A KEA-AEL study group of eight teachers and one KEA UniServ director undertook the task of exploring service learning programs in Kentucky and developing *Community Service/Service Learning: An Implementor's Guide and Resource Manual.* The document profiles 20 classroom-based service learning projects and seven community/district-based community service projects in Kentucky, using the results of an interview guide designed by the study group to elicit information of interest to readers who may wish to initiate similar programs or to expand those currently operating. The project descriptions, while by no means a comprehensive listing, reflect the range and types of service learning/community service programs available to Kentucky students.

The goal of the KEA-AEL Community Service/Service Learning Study Group was to develop a resource for future implementors that showcased community service/service learning projects in Kentucky. While schools and communities have long partnered to meet needs and to assist the development of responsibility and altruism among students, the provision of federal seed money, beginning in 1992, enabled the Kentucky Department of Education to offer classroom, school, and district grants to establish such projects. Funds from the federal Corporation for National and Community Service assisted districts and schools in addressing Kentucky Education Reform Act (KERA) Learning Goal #4 "Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service." The available funds also provided incentives to schools to implement the graduation requirements from the Task Force on High School Restructuring that call for authentic learning experiences and demonstrations of mastery.

Community Service/Service Learning: An Implementor's Guide and Resource Manual offers readers:

- project background and methodology;
- a rationale for service learning;
- project implementation recommendations;
- study group member findings from their own experiences in service learning projects;
- project descriptions;
- an annotated resource section for materials and organizations with training and funding assistance for service learning/community service programs with a bibliography of additional resources; and
- appendices containing all forms used in the study and relevant readings.

All six text sections are synthesized from information available in the literature, telephone interviews, and study group member reflections.

Community Service/Service Learning: An Implementor's Guide and Resource Manual, a unique

Kentucky publication that explores the possibilities and realities of classroom-based service learning programs in the state, offers practical assistance from practitioners for those who wish to implement new service learning projects or expand existing programs. KEA announces and disseminates the document to KEA members. Copies are also available to all others at cost from AEL's Distribution Center, Post Office Box 1348, Charleston, WV 25325; 800/624-9120; or http://www.ael.org.

PROJECT BACKGROUND AND METHODOLOGY

One of the most sweeping mandates for educational change, the Kentucky Education Reform Act (KERA), was passed by the state legislature in April 1990. Following that enactment and prior to the 1994-95 school year, the State Board of Elementary and Secondary Education was charged with reviewing graduation requirements in light of the Academic Expectations for students and schools (KRS 158.6451 and Administrative Regulation 703 KAR 4:060, Academic Expectations, see Appendix A). The purpose of this legislative requirement is to ensure that graduation requirements carry forward student performance goals of KERA that emphasize application and integration, in addition to knowledge of skills and concepts. KERA goals require students to

- use basic skills, apply core concepts, and think and solve problems for purposes and situations they will encounter throughout their lives;
- develop abilities to connect and integrate experiences and new knowledge with prior knowledge;
- become self-sufficient individuals; and
- become responsible members of a family, work group, or community, which includes demonstrating effectiveness in community service.

Service learning projects in the state address KERA expectations and other learning goals. Many also provide opportunities for students to address the required core components for high school graduation presented in the Task Force on High School Restructuring Final Report (see Required Core Components, Appendix B).

Planning the Study

To help others learn from the experiences of Kentucky pioneers in community service/service learning, AEL's Classroom Instruction program staff and KEA leaders and key staff agreed on the identification and description of successful service learning programs as a priority for research. Building on successful collaboration between KEA and AEL on six study groups between 1985-92, these planners designed a study group to seek statewide teacher responses to the following two questions:

(1) How can community and service learning help students succeed in meeting the expectations of KERA? and

(2) How can community and service learning help students deal directly and personally with the social needs and challenges faced by citizens today?

KEA and AEL staff recruited study group members from among 54 service learning projects funded by the Kentucky Department of Education. The KEA-AEL Community Service/Service Learning Study Group examined how Kentucky service learning programs incorporate strategies that

- enable all students to succeed at the highest possible level, and
- empower students for successful transitions from school to work, military, or post-secondary education.

To this end, study group members sought to answer several questions that guided the study (see Appendix C) including

- how can students help meet the needs of community and other school members;
- how do students benefit from participating in service learning activities;
- what should students know and be able to do as a result of participation in service learning programs; and
- how might communities, businesses, and industry benefit from service learning projects.

Conducting the Study

Following meetings with the KEA member of the Task Force on High School Restructuring, the administrator for Commission on National and Community Service grants, and the Points of Light Coordinator, and extensive review of related literature, study group members developed the KEA-AEL Community Service/Service Learning Telephone Interview Guide (see Appendix D). The interview guide included requests for the following information:

- a description of the project,
- how the project was initiated,
- goals,
- staff development,
- student preparation,
- liability issues,
- creating time for planning,
- integration with regular curriculum,
- student reflection,
- classroom management,
- accomplishments and obstacles,
- program evaluation,
- results,
- community and parent involvement,
- advice to others,
- sample materials, and
- future plans.

The project description solicitation postcard mailing (see Appendix E) by AEL staff requested interview dates and times for 43 Kentucky school project coordinators in 17 classroom-based and 26 school-based, state-funded programs. The project description solicitation letter to project coordinators (see Appendix F) and an article placed in the *KEA News* (see Appendix G) solicited further responses to requests for interviews on service learning programs. In addition, selected staff of KEA, KDE, and the Points of Light Foundation identified program contacts who received requests for interviews. Study group members also decided to keep logs (see Appendix H) for analysis and reporting purposes, with reflections on their own service learning projects that included:

- objectives,
- activities,
- students' and others' reactions,
- what worked,
- what should be changed, and
- what remains to be done.

A telephone conference call served to discuss, practice, and revise the interview guide as well as to share study group member service learning project activities.

Study group members then prepared to conduct telephone interviews with community service/service learning project coordinators. They identified projects that met two criteria for service learning projects: (1) integration with regular curriculum, and (2) structured student reflection. A project description outline was developed for completed interviews. After completing their interviews, group members met to review interview results and to agree upon a description format for reporting project descriptions. Study group members also developed descriptions of their own service learning projects from logs and reflections and included those with the classroom-based project descriptions. Additionally, summaries of community- and/or district-based community service projects were developed from interview results for listing in a separate section of the guide.

A self-evaluation form (see Appendix I) was completed by study group members for the purpose of assessing three aspects of their implementation of service learning programs. In the event that a study group member was not coordinating a project at the time, another coordinator in the school provided responses. Aspects of implementation assessed included:

(1) types and frequency of service learning activities;

(2) the degree to which projects met several criteria for service learning, KERA goals, and the Task Force on High School Restructuring recommendations; and

(3) changes in the attitudes of study group members, teachers, students, recipients, and others toward service learning.

To begin document writing, study group members, either individually or in pairs, analyzed the following:

- interview data,
- study group member log entries,
- self-evaluation responses,
- responses to guiding questions, and
- service learning resources and related literature.

Study group members developed the rationale, findings, program descriptions, definitions, and resources. AEL staff wrote introductory material, selected program descriptions, and appendices; then combined all sections in a first draft of *Community Service/Service Learning: An Implementor's Guide and Resource Manual*. Study group members participated in peer editing of the first draft and returned copy to AEL staff to be melded into a second draft. The second draft was mailed to study group members, the KEA president, and AEL's funding agency, the Office of Educational Research and Improvement, for review. Expert content review was provided by Karen Schmalzbauer, KDE Administrator of Corporation on National and Community Service Grants and others. AEL staff then incorporated suggested changes, edited, and typeset the final document. Camera-ready masters of the document and an announcement flyer were provided to KEA and the AEL Distribution Center; both disseminate *Community Service/Service Learning: An Implementor's Guide and Resource Manual* upon request.

Study group members were encouraged to present study group findings and recommendations to their own and other school and district staffs. Six study group members, the KEA president, and AEL staff presented study group members' classroom-based service learning projects, findings and recommendations of the current study, the history of KEA-AEL collaboration in educator-led study groups, and the KEA-AEL Community Service/Service Learning Study Group process to participants in the 1994 Kentucky Middle School Association Conference. A proposal was accepted to present at the 1995 National Service Learning Conference.

Document Purpose

KEA, AEL, and study group members expect *Community Service/Service Learning: An Implementor's Guide and Resource Manual* to serve primarily as a guide for educators and community members planning or currently implementing service learning programs. The recommendations and resources should assist in organizing programs. The program descriptions provide useful contact information while recognizing some of the pioneers in service learning in Kentucky. KEA, AEL, and the authors recognize the limitations of the project given the difficulty of identifying all such programs in the state and the changes to described programs that are likely to occur over time. Furthermore, since many of the described programs had only been in operation a short while prior to publication of this resource, evaluation data on program effectiveness may be inconclusive. Readers are encouraged to contact program personnel directly for updates on program progress and effectiveness.

By offering recommendations, funding and training information, a variety of models, and sample program evaluation instruments (Appendix J) the authors hope that readers will be assisted in the design and implementation of service learning programs that enhance the development of students toward responsible and productive citizenship, increased motivation to learn, and improved school achievement and self-esteem. Moreover, *Community Service/Service Learning: An Implementor's Guide and Resource Manual* can aid those interested in networking statewide and staying abreast of developments in the implementation of service learning programs as schools move forward in national and state reform efforts.

Teachers, parents, administrators, policymakers, and business and community members in AEL's Region and throughout the nation are the primary audience for the study group's final product. Teachers and other educators may glean implementation ideas from the guide and learn more by contacting model program representatives. Administrators can select methods for supporting and encouraging implementation and maintenance of programs. Association leaders and staff may consider study findings as they assist teachers in implementing KERA mandates. Business and community members interested in establishing school alliances can make use of project ideas and guidelines to assist their efforts. Finally, policymakers can employ the study's findings and conclusions as they further define KERA directives, encouraging and supporting implementation of effective programs and expanded opportunities for learning.

Glossary of Community Service/ Service Learning Terms

Classroom-Based Service. Initiated in a classroom by a classroom teacher and integrated with the curriculum. Addresses a community need identified by students while reinforcing learning objectives.

Collaboration. The pooling of school and community resources for the purpose of achieving a common goal in service learning programs.

Community-Based Service. Service initiated outside the school, in the community, but involving students on a voluntary basis. Volunteers do not receive education or job training benefits in return.

Community Service. Volunteer efforts to provide services to the community. Students doing "community service," are volunteering outside the regular school campus and working before or after school hours. The term focuses on **service**, not on a structured learning and reflection component. Community service is distinct from required community service, which judges increasingly use as an alternative punishment for non-violent crimes.

Corporation for National and Community Service. The federal commission responsible for administering National and Community Service Act funds to programs in the areas of K-12 schools, higher education, youth corps, and national service models.

Developmental Youth Service. Service opportunities that encourage appropriate youth service activities at the elementary and secondary school level and in colleges and universities; and include programs of full-time service opportunities for young adults.

Mandatory Service. Service that is required while in school or upon reaching a certain age.

National Service. A full-time service commitment that serves the national interest and meets human and environmental needs.

Points of Light Foundation. Created in 1989, this federal agency works through its local volunteer centers and the media to encourage all citizens to serve, to provide institutions with ideas and tools for mobilizing voluntary service, and to place service at the center of efforts to achieve educational reform.

School-Based Service. Service initiated by schools or colleges. Learning projects are conducted through the school or college; or they provide education benefits in exchange for service.

Service Learning. The concept of providing instruction through the study of community issues, action to address them, and reflection on the experience. Service learning is **not** community service initiated outside the school with no connection to the curriculum or volunteerism, but the blending of service and academic goals in the classroom. Learning occurs as students reflect on experiences; plan activities; research, participate in training and preparation for the service; and use higher order thinking, problem-solving, and communication skills in authentic learning situations. In Kentucky, service learning projects incorporate KERA learning goals and curriculum objectives.

Service-Oriented. Service that emphasizes the value of assisting others and generally receives no compensation.

Service Programs. Programs that have as major components serving the community and developing citizenship.

Student Reflection. Self-examination and interpretation of experiences and a means of assessing learning. Service learning projects emphasize a strong reflective component that requires students to use higher order thinking skills. It involves problem-solving in specific situations, integration of knowledge and skills, and community-building among students. Reflection provides a thoughtful context in which students can make sense of their service learning experiences through discussion, journal writing, and production of products. In Kentucky, student writing and products are often part of required portfolio and performance assessments. In addition, reflection prevents reinforcement of preconceived biases. It opens the door to authentic learning as students discover ways to handle real-life problems. Both teacher and students receive important feedback on strengths and weaknesses of their program. A broad range of academic skills can be linked to service learning experience through reflection.

The National and Community Service Act of 1990. This Act provides funds, training, and technical assistance to states and communities to expand service opportunities nationwide. The Act allocated $287 million for 1991-93.

Voluntary Service. Service to the community that is done by choice, not by requirement.

Volunteerism. Most people have done volunteer work through their churches, schools, youth groups, 4-H, scouts, or other charitable or community agencies. Volunteers work for or provide some service to others without compensation. Service may be required for participation in the agency.

White House Office of Community Service. Created by President Bush, this office encourages leaders in both the public and the private sectors to promote involvement in service. More recently, President Clinton used this office to spearhead his own national service initiative.

RATIONALE

***All students will be able to become responsible members of a family, work group, or community including demonstrating effectiveness in community service** (Kentucky Department of Education, 1994).*

What Is Service Learning?

The terms service learning and community service are sometimes used interchangeably, but service learning is actually a subset of community service. Service learning is unique because it directly supports the classroom curriculum. The Alliance for Service Learning in Educational Reform provides this definition:

Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences that

- meet actual community needs;
- are coordinated in collaboration with the school and community;
- are integrated into each young person's academic curriculum;
- provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity;
- provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities;
- enhance what is taught in the school by extending student learning beyond the classroom; and
- help to foster the development of a sense of caring for others (Watkins & Wilkes, 1993, p.70).

Note that student reflection and curriculum integration are critical to service learning. Community service does not require either component. Service learning is a classroom- or school-based learning activity, while community service is often considered to be a "payback" opportunity for individuals to provide services to the community through volunteerism.

This publication focuses on school-based service learning for the benefit of classroom teachers and others interested in implementing their own projects. The authors intend it to be used as a starting point for further gathering of information, resources, and examples.

Why Service Learning?

***By learning that they can make a difference in the lives of others, students discover their power to control their own lives** (Kennedy, 1991).*

In 1990, to encourage and reward volunteer civic activity, President Bush established the Points of Light Foundation to emphasize the importance of caring, responsible citizenship. Challenging today's youth to become engaged in meaningful service in 1993, President Clinton stated that in serving, "...we recognize a simple but powerful truth—we need each other and we must care for each other." State legislators nationwide are also exploring ways to encourage students to apply classroom learning to real-life experiences and are mandating educational reforms that include school/community-based service.

For the classroom teacher, the student, and the school, there are strong advantages to becoming involved in service learning projects. Shumer (1993) held focus group interviews with 20 teachers, Grades 5 through 12 who described the following benefits:

- increased motivation of students to do project-related tasks (rain forest project, disability awareness, community planting project, "garbology" project);
- improved attendance;
- increased parent participation;
- increased sensitivity to people who are different;
- increased motivation to do basic skills, such as writing;
- improved ability to communicate with older people and with their families
- loss of fear in dealing with people who are different
- increased awareness of social concerns, such as ecological issues
- improved self confidence;
- enhanced self-awareness
- increased opportunity for leadership development—youth who had not shown leadership prior to service experiences became leaders;
- new respect for youth by community members, political figures, school board;
- improved problem solving/higher level thinking skills;
- increased involvement of community members in the educational program (Arts Council members taught art skills, for example);
- increased respect for one another—youth learn to value the abilities of other youth;
- increased sense of ownership for youth—they take better care of their community;
- expanded and enriched curriculum—improved arts curriculum, enriched science program;
- opportunity to include other teaching methods—hands-on learning; and
- increased opportunities to explore careers.

McPherson (1991) believes that a well-designed service learning program decreases the number of dropouts because students are able to see more relevance in attending school. Cairn and Kielsmeier (1991) echo this thought and expand it by saying, "Although the schools, the communities, and the state gain a great deal from youth service, it is the young people themselves who gain the greatest benefit. And it is 'youth at risk' of dropping out of school who stand to reap the greatest benefits of all" (p. 1). Hall, (1991) believes the evidence shows that creating opportunities to serve can provide a method for reintegrating students who have become alienated from school. Watkins and Wilkes (1993) support this positive picture of service learning benefits. They contend that students who work to improve the world around them as part of their education do better in school, have higher self-confidence, make more meaningful connections between what they learn and "real life," and learn skills for life-long learning and success (pp. v-vi).

It appears that one of the greatest strengths of service learning is positive growth in learning for students who have a history of not performing well in school. Motivation toward higher academic expectations and a deeper connection to school and community result from seeing themselves as able to contribute to larger causes. As students realize they are needed and capable, their self-confidence grows and school becomes more relevant to their lives.

Lewis (1992) refers to the influence of federal seed money on policy at both state and local levels. She contends that availability of grant money will also affect individual school policy and priorities by contributing to the recognition of youth service as a legitimate interest of schools and communities. Other forces are at play as well in the move to adopt service learning. In Kentucky for example, Goal Four of KERA requires that students "develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service" (Kentucky Department of Education, 1994). In recommendations for restructuring Kentucky high schools, one option of the Individual Graduation Plan includes community service. Additionally, two of the school-sponsored and approved activities required for graduation involve service learning and school service (Kentucky Department of Education, 1993). KERA Goal Four can be an important part of each high school student's exit review.

The development of new performance-based assessments, at all levels and as a requirement for graduation, provides additional impetus for the re-evaluation of curriculum and expansion of methods for gathering evidence of student learning. Service learning builds on the application and integration of knowledge within meaningful contexts. Activities and projects can provide additional and varied opportunities for learning and for demonstrating competencies.

How Widely Used Is Service Learning and What Is the Approximate Cost?

Approximately four percent of all public high schools require service learning and in about eight percent, participation earns academic credit (Newman, 1990). However, in 25 percent of private schools, service is required for graduation (Harrington-Lueker, 1990). About 27 percent of all high schools support some type of service learning; half of those offer it as a voluntary club activity (Newman, 1990).

With the support of its governor, Maryland is the first state to require service learning as a graduation requirement (Howard, 1993). All ninth-graders must complete 75 hours of community service before they graduate (Silberman, 1993). Atlanta, St. Louis, and Detroit school districts have required service learning for several years (Howard, 1993). In *Youth Record's National Service: Mandatory* (1993), the cost of Maryland's program is given as $100 per student, $400,000 per school district, and $35 million statewide (p. 21). This estimate is based on requiring every student in every school to be involved in service learning.

Implementing service learning at the classroom level can help control costs. For example, if students are old enough to drive, transportation costs can be eliminated. If the class normally goes on field trips several times a year, one or more of the scheduled trips can be used for a service learning experience—transportation costs would then be zero. Transportation has been used as an example, but the point here is that some very creative ways can be found to accomplish things that might normally be too expensive. To facilitate implementation at the classroom level, a teacher can also select a project that is easy to implement, or coordinate a project among several teachers. The projects highlighted in this document are easy to implement and their costs are very low.

How Do Schools Make Time for Service Learning?

Cairn and Kielsmeier (1991) recommend that time for service learning project planning and work can be created by employing before and after school time slots, block scheduling, teaming, summer projects, seniors' last month projects, the sharing of program responsibility with community organizations, required class credit, and/or employment of a service learning coordinator. Methods vary by situation and according to school or district resources.

McPherson (1990) also describes several ways to find time for project planning. **Infrequent blocks of time** occur when planning happens during the school period as a teacher uses classroom time for students to plan a project. **Chunks of time** can be created through team project planning that utilizes combined class periods; half-day community experiences once a week set aside for community service projects; two period blocks of time for a project, one-half day two times a week—one for volunteer experiences and one for reflecting on and examining the effects of those experiences; schoolwide large chunks of time made available for either a class or a whole school, as in seniors' last semester; and/or students' own time may be required to complete a task with the "when" and "how" left entirely up to the students (pp. 208-209). Linking curriculum and service is another crucial aspect of successful service learning.

PROJECT IMPLEMENTATION

Four Models of Service Learning Project Implementation

Effective service learning programs have been found to exhibit common traits (Harrington-Lueker, 1990). Successful classroom programs

- encourage students to reflect on what they are doing and what they have learned in relation to the school curriculum,
- forge close links with the community at large,
- build in incentives and recognition, and
- involve institutional commitment. (pp. 34-37)

When considering a new service learning project, planners must match the service experience to the developmental level of the participant. Students should be engaged at their own level of reasoning in experiences that challenge them to apply skills in more sophisticated ways, and not be frustrated by activities that are beyond their level. There are appropriate service activities for young people from childhood through adolescence and into adulthood that will allow students to succeed in their service goals and recipients to benefit optimally.

To serve effectively, project goals and activities must be adapted to meet individual community and school needs. The reader will find examples from a wide range of communities and schools in the Findings section of this guide. These project descriptions are meant to start teachers' creative juices flowing and provide some ideas about what is possible and about potential obstacles.

The remainder of this section consists of four models that illustrate how to implement a service learning program.

Model I describes a step-by-step process for linking service learning and service projects to the broader curriculum. It is used with permission from an unpublished paper entered on the National Education Association's School Renewal Network (1990) that connects practitioners at school-based learning labs, researchers, and other educators. The following procedures were recommended for implementing a service learning project

- The teacher identifies ways service activities can be linked thematically to the rest of the curriculum.
- The teacher recruits students for participation.
- The teacher and students identify available sources of community information and resources (material and human).
- Students brainstorm to identify meaningful service activities in which they would like to participate.
- The teacher introduces information and skills from a variety of academic areas which students will need to develop service projects. The community provides background information on human and environmental issues.
- Students choose specific service activities to work on based on their review of resources, needs assessments, community involvement, orientation, and training.
- The teacher and students identify learner outcomes that can be addressed by the chosen activities.
- Students are involved as much as possible in making community contacts, collecting resources and materials, and deciding on details of the Action Plan. Their level of ownership at this point is key to the success of the project.

- Community agencies and/or the school provide orientation, training, and supervision on site. The teacher will be an active monitor during the service experience.

- Teacher, students, and community members move through an educational and experiential process in which the teacher acts as guide or facilitator, helping students to make decisions about their learning.

- Students engage in meaningful service activities that arise out of their own values, skills, and knowledge and that meet identified community or environmental needs.

- The teacher plans and implements structured activities that help students to make sense of and learn from their experiences. This includes structured reflection through discussion, journal writing, and evaluation of the project and their experiences.

- Students solve problems encountered and relate experiences to academic learning.

- Celebration takes place any time students are recognized for their contributions, including formal community/school ceremonies. Celebration offers an excellent opportunity for structured reflection and evaluation.

- When the project or unit is completed, the teacher and students may choose to move to other activities or to take on new service projects. Service learning should build developmentally so that students are able to apply what they have learned in one activity to future actions, becoming progressively more capable, concerned and useful citizens. (pp. 1-2)

Model II, from the National Staff Development Council's *National Standards for Staff Development: A Study Guide, Middle Level Edition* (1994), illustrates how a service learning project can involve several academic disciplines around a central theme and how effectively it can be integrated into the curriculum

- Students, teachers, and parents identify the themes of homelessness and hunger for interdisciplinary study.

- Teachers and students plan service activities such as serving a meal at a local shelter, soliciting food donations from local food stores, and preparing collected food for distribution.

- Activities or tasks by subject area include:

Language Arts: Students write individual and group letters to obtain the resources needed to conduct the service activity. Letters to a homeless shelter and to a soup kitchen ask about their specific needs. Students follow up with letters to food stores and other community groups to obtain needed resources.

Mathematics: Students calculate the average number of people who come to a local shelter for dinner. They estimate how much food is needed to serve a meal, determine what it will cost, and prepare a budget. They create a bar graph of the number of food items collected each day by class and report weekly progress to the entire school. Finally, they compare statistics on hunger in the United States today to other countries and to another era.

Science: Students determine the different kinds and amount of food needed each day for proper nutrition. They discuss the effects of drugs, alcohol, and poverty on health. In addition, they learn the importance of plants in feeding and clothing people and keeping them healthy.

Social Studies: Students discuss people's basic needs for food, clothing, and shelter. They investigate the economic factors that have led to increased poverty and homelessness in their community and across the country. They write to federal and state agencies for information on unemployment and housing. (pp. 67-68)

In **Model III** Cairn and Kielsmeier (1991) suggest the following planning process to link school curriculum and course content with service experiences:

- Clarify important learning objectives.

- Infuse service into the curriculum by teaching, reinforcing, or demonstrating academic skills in service experiences. For example, students can contribute their products such as art work, stories, books, or plants and trees to service recipients; teach younger students or provide demonstrations, information, or tours to community members and visitors; put skills to work to perform chores, build homes, clean roads and streams, recycle, or staff soup kitchens; develop plans for addressing community social issues such as hunger, day care, or keeping a library open.
- Outline a plan of action for a project appropriate for the students, the community, and the teacher.
- Plan strategically for transportation, scheduling, liability, administrative support, supplies, equipment, training and preparation of students, involvement of students in the planning, roles and responsibilities, etc. Develop a specific time line with designation of responsibilities.
- Plan for evaluation of the success of the project and student demonstration of mastery of the learning objectives. Assess attitude, products, and performance with teacher, peer, self-, and recipient feedback. Attendance at the service task should be treated just as a job. Written work can be required and evaluated for content and writing skills. Videos, artwork, computer work, brochures, data collection, and other products can demonstrate serious thought and effort. Pre- and post-tests may be helpful in evaluating progress. Plan for structured student reflection on service experience in journals, discussion, or products.
- Celebrate with students. Plan with them for a culminating activity and exhibition of their project to help them see the value of their work. Organize school assemblies, small group get-togethers, certificates, buttons, media coverage, etc. (p. 43)

In **Model IV**, Boyce and Cairn (1991) describe orientation, training, reflection, and a screening process for matching recruits to activities. They contend that it is irresponsible to involve students in service learning projects without proper preparation. Community members may be poorly served and students may be exposed to unnecessary emotional and physical risks. A variety of training and orientation methods can make the experience more memorable for students:

- role plays;
- apprenticeships with professional or experienced volunteers;
- initiative/team building games;
- class discussions;
- videos, tapes, television programs;
- visits to the site;
- assigned research topics;
- presentations by agency representatives or recipients; and
- teacher or veteran student presentations. (p. 6)

Successful service learning projects also require that clear expectations be communicated to all involved. Training exercises that build common understanding might include the following:

- group building and ice breakers;
- overview of mission and goals;
- introduction of key staff and resource people;
- outline of procedures and policies including emergency actions, reporting, supervision schedules, program structure, and logistics;
- discussion and development of expectations and responsibilities;
- awareness and exploration of potential experiences and issues;
- technical skill building for the service context and general skill development such as organization, cooperation, responsibility, respect, and problem solving;

- specific information and instruction on related issues such as sexual abuse, substance abuse, learning disabilities, juvenile justice system, racism, etc;
- question/answer opportunities;
- reflection opportunities; and
- an option to reconsider the commitment and back out gracefully (if participation in the service activity is optional). (p. 6)

Often, training programs neglect to address the critical phase of closing a project. It is important, especially where relationships have been established between students and recipients, to establish a formal closing that helps connect projects with the community and students' lives. Training activities might address

- metacognition/learning strategies and self-assessment strategies;
- celebration;
- dealing with emotions, especially as relationships end;
- evaluation of outcome achievement and program improvement;
- exit interviews;
- ways for participants to continue service after the project; and
- a closing ceremony. (p. 6)

When implementing a service learning project, it is important to monitor student learning and interest, then revise the program as appropriate. This can be accomplished by actively listening to their comments and reflections. For an accurate picture of how the community is receiving the project, seek ongoing feedback and assessment from recipients. Keep other school personnel and parents informed about program progress while recognizing and encouraging their support. Most importantly, provide positive feedback to students whenever possible to assist them in recognizing personal success.

Suggestions for Getting Started:

- Learn as much as possible about the agency or situation your students will be working in *before* you start the project.
- Keep administrators, parents, and others informed.
- Integrate the project into the curriculum. Identify skills to be taught and concepts to be addressed. Relate them to educational goals.
- Actively involve students in the planning phase to build ownership.
- Continually monitor and evaluate. Be prepared to revise plans as needed. Be flexible. Work around the schedules of community representatives.
- Celebrate or publicize the start of the project. Try for as much positive media attention as you can get.
- Document learning and other outcomes. Use journals and other student work. Keep a scrap book. Maintain detailed financial records, especially if the project is funded through a grant or business partnership, or if fund raising is an issue.
- Plan for a culminating event each year, even if you plan to do a similar project the next year.
- Share the idea. Don't jealously guard it. Getting others involved is much more important than getting "credit."
- Be persistent! Don't give up! Model characteristics you want your students to exhibit.

Implementation Flow Chart for Service Learning Projects

The teacher(s) and students, in collaboration with the community, **identify a need for service learning** that may be linked thematically to the curriculum to engage students in responsible and challenging action for the common good.

The teacher and students **identify community problems** that could be addressed by the students through participation in meaningful activities from which they would also learn work and life skills.

Students **select a specific service project to meet an identified need** thus gaining a greater awareness of their roles and responsibilities as members of their community.

The teacher and students **identify learner outcomes from the curriculum to be addressed by service activities** chosen to empower participants to become service leaders capable of changing their schools and their communities.

The teacher(s), school, and community **collaborate in providing background and training** to prepare students for service to recipients.

Students **engage in meaningful service activities** that arise out of their own values, skills, and knowledge, and that meet real community or environmental needs.

Students **participate periodically in structured reflection activities** to examine critically their service experiences both for understanding and improvement.

Teacher(s) and students **keep school and community members abreast of project developments**.

Teachers periodically **seek feedback from participants and recipients to evaluate the project and adjust accordingly**.

All project participants **host a celebration and exhibition to recognize student contributions**. Self-esteem and accomplishment excite young people about serving their community. The project gains broad support among students, teachers, administrators, parents, and the community.

The teacher(s) and students may **choose to initiate related activities or take on new service projects**. Students are developing abilities to become progressively more capable, concerned, and useful citizens.

Service Learning Project Ideas

Community needs hardly ever arise in separate categories, but there are commonalities that may serve to categorize efforts. The Corporation for National and Community Service (1994) suggests four national issue and priority areas:

(1) Education—furthering school readiness and early childhood development, and improving educational achievement for school success;

(2) Human Needs—providing independent living assistance and home- and community-based health care, rebuilding neighborhoods, and helping the homeless;

(3) Public Safety—reducing the incidence of violence and improving criminal justice services, law enforcement, and victim services; and

(4) Environment—reducing community environmental hazards and conserving, restoring, and sustaining natural habitats. (p. 8)

Below are ideas generated by many experienced service learning coordinators and students. They are important because they have been tried and tested—teacher- and student-approved—and shown to generate excitement in classrooms and schools:

- Act as Big Buddies to younger children
- Collect clothes, food, and toys for charitable organizations
- Enhance wildlife habitats
- Teach classes in computer, performing/visual arts, etc.
- Teach emergency medical aid, etc.
- Conduct oral history research and other local history projects. Present products to the community in the form of books and videos or by acting out historical events
- Cook and serve for soup kitchens or community dinners
- Assist staff of women's and men's shelters and other emergency shelters
- Care for young children in day care centers and other facilities
- Conduct environmental research on acid rain, water quality, etc.
- Clean up rivers, lakes, and parks and beautify the community
- Develop and maintain community gardens
- Phone or visit homebound people, run errands for them, or get them out for a walk
- Paint houses, check smoke detectors, put up storm windows, rake leaves, move heavy items, etc., for senior citizens or disabled people who live alone
- Deliver Meals on Wheels or distribute government commodities, toys, and other goods to people in need
- Orient new students to the school/community
- Help register voters and distribute voter registration information
- Tutor students of all ages
- Help resolve conflicts among peers or younger students with training
- Learn how to fix bicycles or small engines and appliances to help others who can't afford simple repairs
- Help the local library with children's programs
- Assist Red Cross blood drives
- Become a special friend to children in the hospital
- Assist with community cultural events
- Design and paint murals to cover graffiti
- Start a recycling program in the school or community
- Become reading partners with elementary students
- Campaign to parents about reading with their children
- Prepare immigrants for citizenship tests
- Teach others through peer- or cross-age writing and editing
- Write children's stories and books
- Write a tourist guide for visitors
- Examine financial issues of homelessness and develop a report for policymakers

- Examine barriers for the handicapped and develop a plan for the school
- Write letters to the editor on social issues and get involved in improvement projects, etc.

Service Learning Reflection Activities

How can teachers help students to develop new understanding, skills, and knowledge from their service learning experiences? Below are suggestions for generating reflection and ensuring learning

Writing. Students can prepare any from the following types of reports after each service experience:

- essays;
- research papers;
- journals or logs;
- case study, history;
- special project report;
- narrative for a video;
- guide for future volunteers;
- self- or program evaluation; and
- newspaper, magazine, and other published articles.

Speaking. Students can discuss their service learning experiences in the following ways:

- conferences with teacher,
- whole class discussion,
- small group discussion,
- oral report to group;
- discussions with community members or experts,
- public speaking about project,
- teaching other students, and
- testimony before policymakers.

Products. Students can continue to learn from their service learning experience through

- survey or field research,
- simulation or role play,
- conference or workshop presentation,
- training session for others,
- recognition and celebration programs,
- plan future projects,
- recruit peers,
- allocate program budget, and
- gather background information for a project.

Multimedia. Creative ways to continue the service learning experience are

- dance, music, or theater;
- painting, drawing, collage, masks, etc.; and
- photographs, slides, and video.

FINDINGS OF THE STUDY

Information for this study of service learning projects was gathered during 1994 and 1995 by members of the study group and AEL staff. Those members of the group who were involved during 1994 in the implementation of service learning projects kept detailed logs which included both descriptions of activities and reflections on various aspects of their programs. In addition, all study group members conducted interviews either by telephone or in person with teachers/other staff members who had been identified as participating in such projects. Copies of the interview instrument and all forms used in collecting data are included in Appendices D, E, F, H, and I.

The diversity of projects, the size of the sampling, and the fact that much of the data is in narrative form preclude extensive quantitative analysis. Information reported on the Self-Evaluation for Data Collection and Reporting forms (Appendix I) indicated that respondents were very positive about the achievements of the service learning projects. Using a scale of 1 (not achieved) to 5 (achieved), most items received ratings of 4 or 5. No item on any questionnaire received less than a 3.

Using the guiding questions (Appendix C) posed by study group members at the beginning of the study to extrapolate information from the narrative reports provided a useful basis for reporting findings. This information is summarized below.

How do students share in meeting the needs of members of their community and school? Study group members made a conscious effort to seek out and include in the case study section projects representing a wide range of topics. These included a selection of projects from elementary, middle, and high school levels and from both urban and rural settings. Those benefiting from the projects were also diverse—senior citizens, younger students, peers, and special groups such as foreign visitors. Some projects such as highway cleanup targeted the community as a whole, while others such as nursing home visitations were directed to specific populations. The numbers of students involved and the length of time the project covered also varied greatly, although most projects were designed to be carried out over the course of a school year. Kentucky Service Learning Projects at a Glance (pages 30-32) indicates the rich diversity of the projects studied.

The nature and scope of service learning projects seem to be limited only by the imagination of those designing them, and to be as varied as the communities served. All respondents indicated that once a project was defined, students were enthusiastic about doing whatever was required to meet the identified needs—and all felt that their projects had been successful in meeting *real* needs of targeted populations and participating students.

How do teachers involve students in higher order thinking, solving real problems, and/or creating original work? Most teachers reported using brainstorming techniques and class discussions to promote problem solving and to build student understanding and commitment. Since the projects were usually an integral part of "regular" class activities, sharing information, individual research, small group/cooperative learning, and reflective writing strategies were incorporated. One study group member observed, "The teacher has to provide a framework to get the thing started. The students can then research it and take over from there."

How do students benefit from service learning? Those participating in the study cited numerous benefits for students. These include better grasp of specific academic concepts such as environmental issues; improved organizational skills; opportunities to practice basic skills in math, writing, and oral communication; and more enthusiastic participation in class and group work.

The student outcome most frequently mentioned was improved self-esteem. For some of the older students, service learning projects provided opportunities for career exploration. In some cases, students reexamined their own behavior in light of experiences in service learning projects. For example, students who participated in community clean-up projects became more aware of the amounts of litter they produced and decided to police themselves and their friends.

Even when the initial goals of a project were stated in terms of service to the community, teachers indicated that students benefited greatly. One teacher answered the question this way, "They experienced first hand the pleasure that comes in serving others. They have learned to care for others and have developed a sense of compassion."

How do communities, business, and industry benefit from student service learning? Several respondents noted that students who participated in service learning projects were developing "real-world" skills that would enhance the transition from school to work and provide them with a sound basis for continued involvement in community life. If one subscribes to the idea that service learning projects are usually designed to fill needs that would not be met in other ways, then it must follow that many segments of the community benefit from the projects. Many service learning projects emphasize the communication skills, problem solving, and cooperative planning and implementation which business and industry value in employees.

What sources of funding are available for service learning projects? Funding opportunities are included in the Resources section of this document. However, it is important to note that several of the projects included in the case studies required little additional funding. In some cases, local businesses or community agencies provided modest amounts of financial support or in-kind contributions. It appears that when funding is not available, teachers who believe strongly in the concept of service learning concentrate on devising meaningful experiences which can be accomplished with existing resources. Obviously, funding provides an additional incentive to pursue such projects and widens the scope of possible undertakings.

What are the professional development needs for implementing service learning in the classroom? Surprisingly, many project leaders reported that they had participated in little or no professional development specifically related to service learning. Support of the school administration and other staff members was often mentioned as important to the success of the projects, and it may be that this kind of support is, in fact, a kind of professional development safety net. Specific needs identified were assistance in designing projects, finding resources to implement the program, and time to work with others in revising and/or expanding service learning opportunities. One teacher rather apologetically noted that she did most of the work at home but had to sometimes use her planning time to make phone calls to community contacts and partners. Another responded that she received no additional time to organize, plan, and supervise the project, then added, "I just squeeze it in because I think it is important."

What barriers occur to implementing service learning programs and what are some possible solutions? Those who participated in the study felt very positive about their projects and few cited any obstacles. However, many suggested the importance of keeping administrators, other school staff members, and parents informed about the project at all stages of planning and implementation, and asking for support and suggestions from "everyone you can contact" in the community. Others suggested that planners should make sure that the project is truly worth doing so that the idea of service learning is not viewed as one more thing to do but is integrated into the curriculum.

What recommendations would you make to teachers and administrators wishing to implement service learning in their schools? Specific Recommendations gleaned from the project reports and interviews are detailed in this section. As previously noted, those involved with this study were committed to the concept and unanimous in their belief in the value of service learning both as a community service and as a vehicle for teaching/learning. All indicated their desire to continue and/or expand the projects in which they have been involved or to institute additional projects. Some members of the study group expressed willingness to share additional information or to provide professional development sessions for those interested in starting their own programs.

Recommendations for Creating a Service Learning Environment

Service learning can be an exciting adventure in authentic learning. Based on their experiences and the experiences of other practitioners they interviewed, KEA-AEL Community Service/Service Learning Study Group members recommend the following suggestions to those involved in or considering implementing a service learning project.

Teachers

- Involve students in needs assessment, planning, and decisionmaking from the beginning.
- Involve students in goal-setting, implementation, and evaluation of projects.
- Lead with the needs of your community/school in mind.
- Don't be afraid to attempt a new project; remember, service learning is worth the time and effort.
- Set qualitative and quantitative goals based on needs assessment results.
- Devise innovative service learning strategies and activities after goals and needs are defined.
- Think long-term—create new opportunities for students today while facilitating ongoing commitment to service learning in your community.
- Be prepared to make adjustments when problems occur, for example, inclement weather or unexpected absences.
- Be patient and persistent and learn from results of decisions.
- Participate in professional development programs concerning service learning.
- Involve students in reflection on service learning project experiences through discussion, writing, speaking, and products.
- Include the use of technology in reflective writing.
- Prepare recipients as well as students for participation in service learning activities.
- Ensure liability coverage for transportation, equipment use, etc.
- Keep a log of successes and changes to be made for future projects. Reflect as the students reflect.
- Contact local businesses and organizations for assistance and involvement.
- Contact community members and parents for volunteer assistance.
- Allow one project to branch out into other ideas and follow up on them.
- Provide ongoing support and guidance to students.
- Collaborate with other teachers and administrators to integrate projects with the curriculum.
- Share ideas and feelings about service learning projects and brainstorm with colleagues to resolve problems and spread the good word.
- Involve students in higher order thinking, real problem-solving, and/or creation of original work.
- **Have fun**—the more exciting and upbeat the work, the more people will want to join in!

Students

- Actively participate in needs assessment, goal-setting, and the development, implementation, and evaluation of service learning activities.
- Serve on local and state level education and youth development policymaking groups.
- Organize independently as advocates for service learning.

Principals

- Provide for parent and community awareness of service learning goals, seek input, and encourage support.
- Contact local business organizations for support and collaboration.
- Encourage and support teacher collaboration, team teaching, and interdisciplinary instructional methods.
- Be prepared for initial resistance.
- Avoid duplicating community projects.
- Secure liability coverage for the school and teachers.
- Recognize and support service learning projects through awards and publicity.
- Provide flexible scheduling for school activities.
- Allow teachers release time to implement programs, plan, and evaluate.
- Assign and assist with coordinator responsibilities for service learning projects.
- Establish school/university partnerships that promote service learning in teacher training and give teacher candidates experience with service learning.
- Assist in recruiting parent and community volunteers to help teachers with service-related activities.

Parents

- Advocate and support the infusion of service learning into education in the community.
- Assist in planning and doing service learning activities with the students and teachers.
- Work with children to assist the reflection process.

School District Administrators

- Establish schoolwide change that includes service learning as a priority for addressing KERA or district goals.
- Support implementation of service learning projects as a team effort involving teachers, counselors, principals, and other staff as needed.
- Encourage service learning leadership with incentives such as stipends, extra pay, released time, and media coverage.
- Provide staff development concerning service learning.
- Allocate funding for and approve the hiring of local project/school/district coordinators.
- Encourage racial, ethnic, gender, age diversity, and other forms of diversity in service learning programs and advisory groups.
- Encourage and support initial and ongoing involvement of businesses, nonprofit organizations, religious organizations, media, and parents in service learning programs.
- Promote collaboration among the school district, local businesses, community agencies, and higher education institutions to form service learning partnerships.
- Provide liability coverage and transportation for students, staff, and volunteers in service learning projects.
- Provide additional classroom support, either through budget allocations or recruitment of volunteers from the community.

State Education Agencies

- Develop policies that support service learning.
- Establish service learning as a high school graduation requirement.

- Integrate service learning into state systemic change initiatives and policies at all levels.
- Assign state staff to coordinate state service learning activities and to provide technical assistance and networking services to school districts.
- Establish a statewide goal of integrating service learning into the core academic curriculum and into instructional reform.
- Allocate or distribute funding to support service learning programs.
- Provide incentive grants to encourage implementation of service learning projects.
- Provide related inservice training and personal professional development experiences.
- Assist local educational agencies with the implementation of service learning projects.
- Assist local educational agencies with ongoing evaluation and planning for service learning.
- Examine and disseminate information to schools about ways in which service learning can be integrated with other programs, such as Drug Free Schools and Dropout Prevention.

Institutions of Higher Education

- Provide preservice training on integration of service learning with the K-12 curriculum.
- Model the infusion of service learning into all academic areas.
- Acknowledge student service learning experiences in college admissions.
- Establish partnerships with schools and districts to create service learning development centers for preservice and inservice teacher preparation programs.
- Require service learning experiences as part of all preservice teacher preparation programs by integrating service learning throughout all core courses.
- Conduct faculty staff development in service learning.

Legislators

- Develop policies that support service learning.
- Expand the development of national service learning
- Fund service learning.
- Promote the development of service learning initiatives among state and national education organizations.
- Encourage teacher training and professional development institutions and organizations to include service learning methodologies in courses and programs.
- Encourage and support research and evaluation of service learning as an essential element of educational reform.

SERVICE LEARNING PROJECT DESCRIPTIONS

Working with the Administrator for the Commission on National and Community Service Grants in the Kentucky Department of Education and the Points of Light Coordinator, study group members identified 43 coordinators of state-funded projects. Two criteria were identified as a means of selecting projects for participation—evidence of integration of the project with the regular curriculum and use of structured student reflection. Project coordinators were then invited to participate in telephone interviews regarding their programs. Study group members, all key personnel in community service/service learning projects also kept logs noting similar aspects of their own projects. Using a group-developed interview protocol, study group members conducted telephone interviews with key personnel of identified projects. Study group members summarized data, developed project descriptions, and edited and refined their work. Prior to publication, the project coordinators were asked to review and update, as necessary, the descriptions of their projects.

The Kentucky Service Learning Projects-at-a-Glance Table that follows provides a quick guide to the topic, school level, and service link to the community of each project described. Project descriptions are included in the two sections that follow the table: 20 Classroom-Based Service Learning Projects and seven District or Community-Based Community Service Projects. Each entry includes a brief program description, project goals statement, discussion of program management and resource issues, discussion of project activities, and results of project evaluation. For further information on any of the 27 community service/service learning projects, readers are encouraged to contact the project's director or coordinator at the address/phone number provided.

Limitations on the study group's work included lack of response from some projects solicited for project descriptions and lack of information about the existence of other projects. Also, some projects failed to provide information when the data was updated in 1995 and some projects had ceased operations. For these reasons the following descriptions may not include all community service/service learning projects in Kentucky. The authors hope directors of other projects will provide information to AEL so that staff may inform prospective implementors upon request.

KENTUCKY SERVICE LEARNING PROJECTS-AT-A-GLANCE TABLE

Classroom-Based Service Learning Projects

Title and Page	Topic	School Level	Community Link
Adopt-A-Nursing Home U.S. Army ROTC, p.33	service to aged and infirm	high	nursing home
Bilingual Opportunities to Offer Knowledge and Service (BOOKS), p. 33	Spanish communication	middle	Spanish-speaking visitors students
Bridging the Gap: An Interaction of Young and Old, p. 38	gerontology	elementary	nursing home
Built Environment Education, p. 40	environment	high	city planning committee
Burns Elementary School Street Relief Project, p. 44	aid to homeless	elementary	local homeless organization
Community in Action, p. 44	environment	elementary	Adopt-A-Highway
Crusade for Children Campaign, p. 45	altruism	elementary	Red Cross, United Way community members
Holmes High School Two-Can Tutoring, p. 46	student mentoring	high	elementary school students
Holmes Junior High School YouthServe, p. 48	12 community projects	junior	local community agencies elementary school needy families nursing home
Kentucky Telecommunications Writing Program, p. 49	writing	all	various community service agencies elementary school senior citizens needy families hospital
Partners in Active Learning Service (PALS), p. 52	drug-abuse prevention	all	elementary schools parents

Title and Page	Topic	School Level	Community Link
Partners in Anti-Drug Learning Skills (PALS), p. 53	drug-abuse prevention	all	elementary schools parents
Plant-A-Tree, p. 54	environment intergenerational	middle	Forestry department nursing home
Project Respect, p. 56	environment	middle	Wildlife Management recycling center
Project SERVICE (Students Eagerly Responding Voluntarily to Improving the Community Environment), p. 56	citizenship U.S. history	high	various community agencies
Project View, p. 58	senior citizens media	high	TV cable company
Respect for Environment Makes Good Cents, p. 59	environment economics interdisciplinary	elementary	Kroger Company Jefferson County Schools landfill
Shakespeare for the Young at Heart, p. 60	literature, intergenerational	middle	senior citizens organizations
The Wetlands Project, p. 61	environment	middle	senior citizens organizations
Youth Extension Services (YES), p. 62	environment	middle	local wildlife refuge and park

District or Community-Based Community Service Projects

Title and Page	Topic	School Level	Community Link
Casey County Cares, p. 66	carpentry aging mentoring	high elementary	senior citizens nursing homes
The Fitness Coalition, p. 67	physical education	junior	community businesses
Kammerer Middle School Community Service, p. 68	aging homelessness	middle	nursing home elementary schools
Spencer County High School YouthServe PALS, p. 71	aging volunteer clearinghouse child development environmental research voter registration	high	Meals on Wheels corps of engineers Red Cross volunteer fire departments GED program nursing home
Project STAR, p. 75	hunger aging	high	local food bank PTO nursing home Housing Authority senior center
Youth/Serve/ Community Pride, p. 76	environment education	all	recycling center
YouthServe Project, p. 77	community service	middle	various volunteer agencies

Classroom-Based Service Learning Projects

Adopt-A-Nursing Home

Ralph Tankersley
Elkhorn City High School

Project Description

The U.S. Army Junior Reserve Officer Training Corps (JROTC) programs require community service or service learning activities in all units. The JROTC program at Elkhorn City High School in Pike County, Ky. adopted a local nursing home as their project.

The Adopt-A-Nursing Home program was developed by the student leaders and the Instructor Group in the classroom with the cooperation and support of the school administration. Contact was made with the nursing home and the proposal was approved. An orientation class was developed for the Instructor Group and cadet leaders. An overview of rules, regulations, and legal aspects governing nursing homes in Kentucky were explained and discussed.

Goals

1. Make connections between the school and the nursing home.
2. Learn about problems of aging.
3. Increase self-esteem.
4. Provide assistance to the elderly and infirm.

Program Management and Resources

In the classroom, a plan was developed which would allow maximum cadet participation. Visits to the home by the entire group were scheduled for special occasions: i.e., Thanksgiving, Christmas, Valentines Day, Easter, and other holidays. Individual cadets would visit on their weekly uniform-wearing day.

The nursing home is an easy five-minute walk from the school. During each cadet's JROTC class period, he/she walked to the nursing home and visited with an individual resident. The cadet returned to school prior to the end of his/her JROTC class period so no class was missed.

Evaluation

During the JROTC class period following the visit to the nursing home the cadets completed a journal exercise to reflect on experiences of the visit. Included in the writing were activities, observations, feelings, thoughts, and reactions of recipients. The writing was a graded exercise..

Participating students reported learning about the problems of the aged and infirm. They also gained respect and admiration for the elderly. Their own self-worth increased. The cadets feel that the visits were important to the residents and that the community benefitted from their effort.

Future plans include each cadet adopting a specific resident and completing an oral history of that resident.

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BOOKS—Bilingual Opportunities to Offer Knowledge And Service

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Anchorage Public School

Project Description

To share their bilingual expertise with others, the middle school students at Anchorage Public School created the service learning project, BOOKS—Bilingual Opportunities to Offer Knowledge and Service. Since 1992, more than 200 sixth, seventh, and eighth graders have been involved in BOOKS projects. They design, produce, and distribute guideBOOKS to welcome Spanish-speaking visitors and students to the community. To introduce Spanish to the primary students in their school district, they plan interdisciplinary activities based on storyBOOKS.

The BOOKS project grew from a very simple idea, "PROYECTO BIENVENIDOS - PROJECT WELCOME." Always on the lookout for an authentic audience for their writing, the students decided to send welcome letters to 24 Guatemalan educators participating in a six-week seminar at the University of Louisville's Center for Latin American

Education, sponsored by the United States Agency for International Development. As they brainstormed ideas for their letters, the students decided not only to welcome, but also to "educate" the educators..."Derby-wise!" The students designed welcome cards and packets that included their photos; personal letters in Spanish; maps; Derby pins and glasses; T-shirts; "My Old Kentucky Home" lyrics; information in Spanish describing Derby pie; a translation of a traditional chocolate nut pie recipe; stamped postcards; the *Courier-Journal's* Derby Week Guide; bus schedules; and other tourist information. They organized a Derby pool so the Guatemalans could draw a name out of the (jockey's) hat before leaving for Churchill Downs, made paper roses for the winner, and baked pies for everyone to sample upon returning from the track. The Guatemalan educators continue to send letters, souvenirs, and encouragement to the students. In their efforts to promote their city and make visitors feel truly welcome, the students made lasting friends.

To finance the "PROYECTO BIENVENIDOS" the students relied upon corporate, family, school, and teacher donations. Eager to expand their project, they brainstormed ideas, submitted a proposal, and received a service learning grant from the Kentucky Department of Education for "BOOKS - Bilingual Opportunities to Offer Knowledge and Service."

Goals

Through BOOKS the students strive to achieve the following goals:

- to share their bilingual expertise and examine the positive impact of volunteerism in their community and in their lives;
- to become involved in personally meaningful cross-cultural exploration and interaction;
- to strengthen basic communication skills in listening, speaking, reading, writing, and the visual arts;
- to encourage creativity, resourcefulness, and responsibility;
- to develop critical thinking, problem-solving, and interpersonal skills;
- to gain confidence in second language skills; and
- to build self-esteem.

The project design incorporates the fourth goal of KERA (Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.) and its learner standards. As they explore their community and share their exploration with others, students develop the ability to become responsible members of a work group and demonstrate effectiveness in community service. As they work cooperatively to design the guideBOOKS, the students use interpersonal skills and employ productive team membership skills. As they interact with Spanish-speaking visitors, the students develop an understanding of, appreciation for, and sensitivity to a multicultural and world view. Finally, as they examine the positive impact of volunteerism in their community and in their own lives, students experience the joy that comes from contributing individual skills to public service.

BOOKS also provides an opportunity to integrate community service with the classroom curriculum. In Spanish class, the students focus on KERA's second goal by learning to communicate in a second language and interact effectively with diverse ethnic and cultural groups. BOOKS gives students an immediate need to apply their second language skills and interact with individual members of an ethnic group in their own community.

Program Management and Resources

Because most of the people served through the BOOKS project speak only Spanish, each student knows that Spanish speaking skills are the key to success. During Spanish class, they learn to communicate with an authentic audience that both can benefit from their expertise. A review of community and school projects reveals that involvement in BOOKS gives learning an immediate purpose, making it personally meaningful for each student.

Community Projects

University of Louisville. Based upon the success of "PROYECTO BIENVENIDOS - PROJECT WELCOME" students met in summer

1995 to produce "BIENVENIDOS II" for Guatemalan community leaders participating in a training seminar at the University of Louisville. This collaboration with the University's Center for Latin American Education, led to "BIENVENIDOS III" produced by students for another group of Guatemalan community leaders. Each community group corresponded with the students and visited the school. They conducted information sessions, shared cultural artifacts, and participated in the students' cross-cultural interviews and investigations. In addition, they helped establish information exchanges with schools in different regions of Guatemala. Inspired by their new friends to reach an ever-increasing audience, the students produced "BIENVENIDOS IV" to welcome a group of Bolivian hospital administrators to the University.

The Derby Seminar that the students prepared for a group of Latin American undergraduate students at the University of Louisville provides a good example of how BOOKS activities influence classroom work. The students wanted to personally deliver the guideBOOKS and teach the Latin Americans everything that they needed to know about the Derby—what activities to attend during Derby Week, how to bake a Derby-type pie, how to organize a Derby pool, how to get to Churchill Downs, what to take to the infield on Derby Day, how to sing "My Old Kentucky Home," how to place a bet, and how to collect winnings! So, what were students anxious to learn? Grammar! They needed a variety of ways to make suggestions and to give direct, indirect, negative, and affirmative responses. To see eighth graders eagerly tackle the subjunctive was definitely a first!

When the students learned that the Argentina National Basketball Team would be in town to play against the University of Louisville Cardinals, they called the Sports Information Office and offered to prepare welcome packets for the players and staff. Before tip-off, the students met with the team and players in the locker room to personally welcome them to Louisville with a basketball cheer in Spanish. They gave the players guideBOOKS, Derby pies, and a basketball autographed by members of the Anchorage School basketball teams.

To prepare for such meetings with visitors, the students explore sociolinguistics and role-play culturally appropriate behavior. The students have also assembled interview materials to use when they host visitors. They have created a personal interview to use in writing descriptions of their friends in their photo journals. Using ideas from Virginia Vogel Zanger's *Exploración Intercultural*, they have compiled sociolinguistic interviews that explore the concepts of time, family, food, money, and education. In addition, they have designed an interview sheet to record slang and to study gestures. At first, the main reason for creating these interviews was to give the students a linguistic "security blanket," to erase the fear that they would have nothing to talk about. After several visits, however, they began to see the inherent value in these investigations. Students who had conducted interviews with different people began to guess that factors such as age, gender, urban/rural residence, and country of origin might affect responses. Rather than treat these interviews as mere icebreakers, the students now try to record the responses to collect data for comparison purposes.

Louisville and Jefferson County Convention and Visitors Bureau. To expand their training and preparation activities beyond the confines of the classroom, the students have participated in field visits and interviewed experts in community services, public relations, and marketing.

By arranging to visit the Bureau, students were able to accomplish several goals. First, during their meetings with the Vice-President of Communications and the Director of Information Services, the students learned about the economic impact of tourism in the community. Second, they discussed the role that the Bureau plays in promoting tourism and in welcoming visitors. Third, as the students shared their welcome packet ideas, Bureau staff helped develop a professional context. In a matter of minutes, the students and staff were critiquing "lure pieces"! Fourth, an analysis of the development of an idea into a product led to an exploration of careers related to tourism. The Director of Information Services then discussed part-time employment opportunities for students and shared job interview strategies. Both the Visitors Bureau staff and the students realize that BOOKS provides a valuable community service.

Since this visit students have read the newspaper to carefully monitor the arrival of Spanish-speaking visitors. They placed a welcome packet in the dressing room when Julio Iglesias performed at the Palace Theatre, and sent one to María Carmen Lladró when she arrived in Louisville to donate a piece of Lladró porcelain. The visitors' comments in the newspaper and in personal notes to the students underscore the value of the students' bilingual expertise. They created "lure pieces" for the Louisville Zoological Gardens and Louisville Science Center and added a map and a point-and-talk sheet to the guideBOOKS.

Sister Cities, Inc. and the Jefferson County Medical Society. Through the Sister Cities Newsletter, the students learned about the activities of Sister Cities Medical Committee and the Jefferson County Medical Society's Supplies Over Seas program. The Sister Cities Medical Committee Chairperson, who is also Director of Human Services for the City of Louisville, arranged a meeting with the Supplies Over Seas administrator at their distribution center.

Since 1992, the Supplies Over Seas volunteers have collected medical supplies from local doctors and hospitals. The supplies, perfectly good but opened, may not be used in the United States, so they are repacked for shipment overseas. Supplies have been sent to hospitals in Russia, Bosnia, Vietnam, and various countries in Latin America. For example, Sister Cities and Supplies Over Seas worked together to send a shipment to Vozandes Hospital in Louisville's Sister City, Quito, Ecuador. Hearing of the philanthropic efforts of the medical community and recognizing the importance of languages as an auxiliary skill, the students volunteered to translate letters to be included with future shipments to Spanish-speaking countries.

Ronald McDonald House. Through the Sister Cities Newsletter, Anchorage students also discovered that several Spanish-speaking families had stayed at the Ronald McDonald House. When they called to offer welcome packets, the students began to see that their bilingual expertise could be very useful. Sister Cities volunteers often serve as interpreters for the families, but it is impossible for them to stay with the families every minute. The students offered to develop materials that would help a Spanish-speaking family communicate with the non-Spanish-speaking staff.

They plan to translate background information and registration materials, the house rules, and a point-and-talk brochure for the staff and families to use in making requests and asking questions.

School Projects

Students have also found that they can share their bilingual skills with others in their school district. Funds are available to begin Spanish instruction in fifth grade, however, some teachers and parents are eager to introduce students to Spanish at an earlier age. As a result, Anchorage middle school students are in demand as true "student-teachers" in the kindergarten and primary classes. Since their very first storyBOOK project, when the librarian invited students to be "celebrity readers" for *Abuela* by Arthur Dorros, visits with the primary students have afforded the middle school students a true service learning experience. A description of various storyBOOKS activities follows.

Happy Birthday! For the first project with the kindergarten students, the students selected Sharon Peters' *¡Feliz Cumpleaños!*, a Troll Book in which Tomás the Hippopotamus takes cupcakes to school to celebrate his birthday and learns an important lesson about sharing. The students chose key words from the story, made sets of illustrated flash cards, and devised games to teach the vocabulary. They then made a "big book" with the vocabulary highlighted to practice reading the story in a group setting. Having purchased multiple copies of the book, the students read the story in pairs. After teaching the kindergarten students to sing "Happy Birthday" in Spanish, the students staged a party for Tomás, complete with cupcakes.

To show their appreciation, the kindergarten students brainstormed a creative sequel to the story. Since it was to be a surprise for the eighth graders, the teacher translated the sequel into Spanish. (Translating such storybooks will be a wonderful project for the students in the future!) The kindergarten students then illustrated and bound the storybook, including their signatures and photos on the inside cover. The middle school students were delighted with the surprise—and since the story was a narration in past tense, it proved to be a lesson in the preterite and imperfect tenses.

"A Sombrero for Santa." When the primary classes staged this Christmas play, the middle school students helped them explore holiday customs in Mexico. They then published a bilingual holiday newspaper featuring the primary students' reports and illustrations. To turn the cast party into a Mexican fiesta, the middle school students helped plan games, prepare traditional food, and make sombrero-ed Santa piñatas!

Nine Days to Christmas. The middle school students designed a special holiday project for a primary class which had adopted the nickname, the "Stars." They based the project on Aurora Labastida's book, *Nine Days to Christmas*, in which a Mexican girl chooses a star piñata for the "posada." First, the students read passages from Carmen Lomas Garza's bilingual book, *Cuadros de Familia—Family Pictures*, to learn about "posadas" and piñatas. Then, after reading *Nine Days to Christmas* with their "Star" partners, the middle school students surprised the "Stars" with their very own star piñata—an original design filled with "Starbursts," "Milky Ways," star lollipops, star stickers, and star bookmarks. When the students learned that a Mexican student had recently enrolled in an adjacent school district, they sent a copy of the book and a star piñata to his primary class, too.

Pennies and Pesos. To teach their primary friends how to count in Spanish, the students read numbers books, sing traditional counting songs from Alma Flor Ada's *Días y Días de Poesía*, and play numbers games. They make illustrated flash cards, bingo games, and concentration cards to review Spanish vocabulary and math operations. Exploring the importance of numbers in everyday life, they teach the primary students how to say their telephone number and tell their birthday in Spanish. They practice buying and selling by learning how to bargain and how to make change. They have even designed a game in which students count pennies and pesos to match coin purses with equal value—a fun race that serves as an early introduction to international exchange rates.

Mexican Culture—Step-by-Step! Upon learning that Carlos Zetina, a Mexican ethnomusicologist, planned to meet with the primary students, one of the middle school students asked if she could help him. She had recently won first place at the Regional Foreign Language Festival for the traditional "China Poblana" costume she had designed, and she was eager to share her experience. Because Sr. Zetina had visited with the middle school students on several occasions, the student could see that her research of Mexican costumes would really complement his musical presentation. Her initial plan was simply to share the legend of the "China Poblana," model her dress, and explain its design. When she remembered that her dance teacher had once mentioned a Mexican dance, however, she arranged a special lesson to learn the "Jarabe Tapatío." Accompanied by Sr. Zetina, she led the students into Mexican culture—step-by-step!

Evaluation

To evaluate their BOOKS service learning experience the students focus on the linguistic and cultural information they have learned, what they have learned about themselves, what others have learned from them, and what they have actively taught others. They record their individual thoughts before discussing their ideas in a group. During the discussions, they examine the project's strengths and target areas for growth. Feedback from their clientele is also extremely valuable.

Preparing to share their service learning activities with parents, the Site-Based Decision Making Committee, and the district Board of Education affords the students additional opportunities to reflect upon their goals and achievements. During one Board presentation, the students were proud to announce that the "PROYECTO BIENVENIDOS" had received the Project Recognition Award for the Spanish Project of the Year from the Kentucky Council on the Teaching of Foreign Languages.

Through "PROYECTO BIENVENIDOS" and the other BOOKS projects, students are achieving their stated goals. In addition, they have been introduced to life-long service learning activities. Since the students have been participating in BOOKS projects for several years, it is common to see students who were appreciative service learning project recipients in the primary grades become enthusiastic service learning providers in the middle grades. Having discovered the mutually beneficial rewards of service learning projects, the students are constantly brainstorming ways to expand "BOOKS—Bilingual Opportunities tc Offer Knowledge and Service."

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Bridging The Gap: An Interaction of Young And Old

Lynne Gritton
Emma B. Ward Elementary School

Project Description

Bridging the Gap is a classroom-based, community service learning project involving fourth grade students at Emma B. Ward Elementary School and elderly residents at Heritage Hall Nursing Home, located in Lawrenceburg, Kentucky. After an extensive study of gerontology, all students are assigned an elderly friend to visit monthly and to write every two weeks.

This project was funded by grant monies from the Kentucky Department of Education.

Goals

The main goal of Bridging the Gap was for students to experience community service learning firsthand through their interactions with the elderly residents. Students should develop a sense of compassion and realize their civic responsibility to help others. Both students and the elderly should develop a greater understanding and appreciation for other generations.

Program

Emma B. Ward students participated in a classroom unit on the aging process before their initial visit to the nursing home. Through videos and books (see Resources list that follows), students learned about the physical, mental, emotional, and social needs of the elderly. Community resource people who deal directly with the elderly visited our classroom and helped students learn what to expect from this experience.

Bridging the Gap was integrated with social studies and health concepts in content and letter and journal writing helped to integrate the project into the language arts curriculum.

During monthly visits to the nursing home, these fourth grade students served their friends refreshments and visited with them. They would help their friend make a craft, sometimes having to do it for them if they were not able. The students also sang for the residents on two occasions. The children would take the residents for walks or even rides if they were confined to a wheelchair.

Back at school, students were involved in cooperative groups for discussions and reflection about their friends and visits to the nursing home.

Several parent volunteers helped out as needed preparing the refreshments and handling on-site arrangements. Parents also helped students conduct living history interviews with their friends. (See Living History Interview Protocol that follows.) A local business provided T-shirts with the project name for the monthly visits.

Evaluation

Students used journal writing to reflect their feelings after visits from community resource people, viewing videos, listening to books, and visits to the home. Periodic reading of students' journals helped to evaluate the project.

The greatest accomplishment of the program has been witnessing students becoming caring, compassionate, and responsible citizens. Their self-esteem has improved knowing they have made a worthwhile contribution to someone's life. One student was able to persuade his friend to join the "festivities" in the dining area with us, when no one else on staff had been able to get her out of her room for any other activity.

Future Plans

The director of the nursing home has asked for the project to be repeated. Younger students state that they hope they will be in the class so they can go to the nursing home and "adopt" a special friend! The necessary funding of the project through the school's site-based council will be requested.

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Bridging The Gap

Resources

Blue, Rose. (1972). *Grandma Didn't Wave Back.* New York/London: Franklin Watts.

Fox, Mem. (1984). *Wilfrid Gordan McDonald Partridge.* Brooklyn, NY: Kane/Miller Book Publishers.

Kinsey-Warnock, Natalie. (1989). *The Canada Geese Quilt.* New York: Cobblehill Books.

Winthrop, Elizabeth. (1980). *Miranda in the Middle.* Middletown, CT: Field Publications.

Videos

"Generations"
The Phoenix Learning Group
2349 Chaffee Drive
St. Louis, Missouri 63146
800/221-1274

"The Circle of Life"
Marshmedia
P.O. Box 8082
Shawnee Mission, Kansas 66208
800/821-3303

Bridging The Gap

Living History Interview Protocol

1. What year were your born? _____ Where? _____How many brothers or sisters do you have? ____
2. What was it like when you were a child?____
3. What were your favorite hobbies as a child? ____________________________________
4. What grade did you complete in school? ___________
5. Did you go to college? _________ If so, did you earn a degree? _____________
   In what field? ____
6. Did you have a career or job and what was it? ______________________________
7. Were you married?_________ How old were you when you got married? ________________
   What year? __________________ Do you have any children? ______________________
8. How old were you during the Great Depression and what was it like? ______________________
9. Did you serve in any wars? _________ If not describe life in the U.S. during war times_________
10. What are some of your favorite memories of your childhood? ______________________

Thank you for talking about your life with me.

Built Environment Education

Willa Phillips
Elkhorn City High School

Project Description

Built Environment Education was a service learning project initiated to help students become aware of community influences on the ways in which people interact and how they experience themselves. At Elkhorn City High School, thirty-eight, tenth through twelfth grade advanced art students worked with a city planning committee to organize information and communicate ideas through the visual arts. Students helped draw design plans and constructed ceramic clay models for a better built environment for the community of Elkhorn City, Kentucky. This project helped promote public interest in newly converted beach recreation areas.

Goals

Through participation in the Built Environment Education project, students will

- understand the functions of architects and city planners;
- question the relationship between design and human need before designing buildings, streets, neighborhoods, and recreational areas;
- appreciate that a well, designed, socially responsible environment contributes to people's physical and mental well being;
- learn to keep an open mind to alternative perspectives while working with city government and volunteer groups;.
- understand the role of powerful political and economic interest in the built environment, realizing the degree of control people have over their local environment; and
- feel that they will be able to participate in making decisions that affect their lives and their community.

Program Management and Resources

This service learning project enriched the art curriculum by exploring the following traditional visual art areas: drawing, painting, ceramics, and photography; while helping students explore careers and the history of art through architecture. Built environment has been integrated into these areas using design and aesthetic appreciation.

Students began the unit by studying the architectural works of Frank Lloyd Wright who felt old styles of architecture were unsuited to modern American life. The careers of architects and city planners were also investigated. A visitor from the city planning committee discussed present and future city projects and the procedures used to obtain grant money for their completion.

Students reflected on the problems and solutions needed to improve the built environment. They wrote about how, as concerned citizens, they can volunteer to help make the community a better place to live.

Using aesthetic judgment, each student chose a building in the business section of town that had been neglected and needed improvements to make it suitable for community use. First the building was photographed, then carefully examined. Students used the Read-A-Building form (see page 57) to document information from their observations and research. The student looked for details and studied the overall shape and size of the building. Sounds, smells, and tastes associated with the building were identified. The variety of building materials and textures were noted as were changes that had occurred since its construction. Students completed an observations documentation list.

To research the history of the building, students interviewed owners, neighbors, residents, and local historians. Students reflected on their experiences during classroom discussions of the information they had collected then summarized it for their writing portfolio.

Their studio work began with a drawing of the original photograph of the building. On a four-by-six-inch piece of tagboard, using colored pencil or pen and colored ink, the student created a two dimensional postcard included a short description stating the information gathered from the interviews.

Students elected to create a three dimensional interpretation of the drawing sculpted into a six-by-eight-inch clay postcard. The clay was bisque-fired and then painted with realistic ceramic underglazes. When the underglazes had dried, they were coated with clear glaze and fired again in a kiln. Students worked as a group to construct a larger clay model of the newly developed riverside properties. The students photographed the riverside areas and taped these photos together to create a picture of the entire recreational area. The same procedure was followed to complete three dimensional clay postcards of the riverside properties.

The entire built environment project was displayed to the public at three exhibits. The activities produced an additional benefit to the community because student-parent interaction kept public the better built environment issue.

Evaluation

The project was completed during a six-week grading period. Each student was required to complete one writing portfolio entry, one two-dimensional drawing, and one three- dimensional ceramic sculpture.

The greatest accomplishment of this project was the construction of the model of the recreational riverside area and the photography of the area. Due to spring flooding, the entire recreational area was covered with flood waters. A major clean-up campaign was undertaken. Student work recording the original site was useful to the community volunteers for rebuilding.

Future plans include student and city planning committee collaboration on developing additional riverside recreation areas and a boardwalk along the river.

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Name

Name

Read-A-Building

Step 1 OBSERVE

Carefully examine the building from many angles and sides. Look for details and study the overall shape and size. Describe any sounds, smells, and tastes that may be associated with the building. Try to identify the variety of building materials and textures used. Look for any changes which may have occurred since its original construction.

Step 2 DOCUMENT

Answer as many of the following questions as possible from your observations.

1. Name of the building: ____________________
2. Describe the location and setting of the building: ____________________
3. What is the foundation material? ____________________
4. What are the building materials? ____________________
5. Describe the windows. ____________________
6. Describe the doors. ____________________
7. Are there any chimneys? ________ How many? ____________________
8. Are there any signs or words on the building? ____________________
9. What was the original purpose of the building? ____________________
10. How many stories (floors) does the building have? ____________________
11. Describe any decorative materials or designs. ____________________
12. What is the current use of the building? ____________________

Step 3 RESEARCH

Be a detective and find out as much as you can about the history of the building. Talk to owners, neighbors, residents; and local historians. Look up the public records in the local courthouse. Discover who built it and when. If you can find old photographs, examine them for clues to changes the building may have undergone. Document when and why changes were made. Find out as much as you can about the building and the people who lived and worked in it.

Step 4 INTERPRET

1. Describe what you think the original setting of the building was. ______________________
2. Describe any changes you think the building has undergone. ______________________
3. When was the building built? ______________________
4. What historical events or themes does this building reflect? ______________________
5. What did the building mean for the builder and the original owners? ______________________
6. What does this building mean to the community today? ______________________
7. What is unique or special about this building? ______________________
8. Do you think this building should be preserved? ______________________
9. What other purposes could this building serve? ______________________
10. What changes are required to make this building functional today? ______________________

Burns Elementary School Street Relief Project

Joyce Bennett
Burns Elementary School

Project Description

Burns Elementary School in Owensboro, Kentucky, initiated the Street Relief Project to benefit the city's homeless population. Students raised money through a bake sale to donate to a local organization that provided direct benefits to homeless persons.

Goals

The project was designed to help a local organization called Street Relief that worked to serve the homeless in the tri-state area (Kentucky, Ohio, and Indiana), and to create an awareness for students of the homeless problems and ways they could help alleviate it.

Program Management and Resources

Students in all grade levels (K-5) studied the homeless problem in the local community. The school counselor discussed homelessness with each classroom. Students researched the issue to compare characteristics of homeless populations in large cities with those in Owensboro. They wrote plans to solve local problems, describing how Street Relief would play a vital part in the process.

Students planned a bake sale to raise money to fund Street Relief projects. The primary classes generated a list of baking utensils and supplies they would need for various recipes collected for the project. Fourth and fifth grade students compared prices of two department stores and two grocery stores, then generated a shopping list for each store that did not exceed their budget.

An organizer from Street Relief, came to the school in September for a project kick-off assembly. He talked about homelessness in Owensboro and how Street Relief was helping to alleviate the problem. A fifth grade student led the student body in a teacher developed rap during the assembly.

The next week, 15 fourth and 15 fifth grade students went on a field trip to the stores to purchase their baking items. They spent $499.95 of the $500.00 budget. All of the supplies were stored in a central location at the school.

Primary students baked and packaged items, then froze them until the bake sale in October. Fourth and fifth grade students made posters for advertising the bake sale at the local mall and discount store. They also made a tape of the rap and used it to publicize the event through local radio station announcements.

Students sold the baked goods at the mall and discount store one Saturday, working in conjunction with a distance run that was also to benefit Street Relief. Each class worked a time slot on the master schedule developed by students. All of the proceeds, $343.05, went to Street Relief.

Evaluation

Following the bake sale, the Street Relief representative returned to the school to conduct a panel discussion with the fifth grade students to evaluate their project activities. He explained how the Street Relief organization used the school's donation to assist homeless people in Owensboro. Their discussion was videotaped and viewed by the entire school.

Fourth grade students generated writing pieces for their language arts and math portfolios. All Burns Elementary students created pieces for the school Writers' Hall of Fame bulletin board.

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CIA (Community In Action)

Jane Ann Tharp and Patricia Srygler
Bonnieville Elementary School

Project Description

CIA (Community in Action) is a classroom-based, community service learning project involving fifth, sixth, and seventh grade students in an environmental clean-up project through the Adopt-A-Highway program at Bonnieville Elementary School. Students discussed and selected an area in their community that was in need of beautification. The area was chosen for the following reasons: several students live nearby and plan to maintain clean-up efforts year round; the area is the first seen by tourists; and it is frequently traveled by community members.

Goals

The goals of CIA were

- students would become active members of a work group and responsible for the clean-up of a portion of Old Creek Road as part of the Adopt-A-Highway Program;
- students would plan and act upon those plans to make a difference in their community;
- because of the value of the Mammoth Cave National Park system in our area, students would realize the importance of proper disposal of garbage; and
- students would become more aware of the important role they play in the future of their community and the environment.

These goals address KERA goal four which states "Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service."

Program Management and Resources

During the 1993-94 school year, the How to Be Successful program was incorporated into the Bonnieville Elementary Schools curriculum. Based on a need for school improvement in the areas of climate, student achievement, and student self-discipline, How to Be Successful focused on the language and skills of personal and social responsibility, productive academic behavior, and respect for self and others. The CIA service learning project was an extension of How to Be Successful that provided an active hands-on experience through the Adopt-A-Highway Program. Students contacted the chairman of the Adopt-A-Highway Program to ask about participation. In addition, they compared prices and quality of various equipment such as lawn mowers, weed eaters, garbage cans, fuel, and other supplies. In cooperative work groups, students used this equipment and latex gloves to mow, trim, pick up litter, and otherwise beautify this community focal point. Two garbage cans were placed at the roadway area to aid litter prevention. Students also discussed recycling to raise funds to purchase additional supplies and to help alleviate the environmental crisis.

Team work was encouraged by working in cooperative groups. Students signed up for jobs to be completed on the project. Students participated in an orientation on highway safety.

Evaluation

Each step of the project was recorded using several methods. Students kept a diary of the events. A video tape was made showing how the area looked before the clean-up began, progress made during the project, and the final product. Writing projects centered on feelings about the project before and after completion. Writings were compiled into a publication. Summaries of the project along with pictures were published in the *Hart County Herald News*, the community publication, and the magazine, *Land Air & Water*. After the project was completed, a class discussion was held on the importance of becoming responsible members of a society through community service through other student-initiated projects. Students formed a partnership with community business leaders who would be asked to donate additional materials beyond the budgeted costs for future projects. Students saw that youth could make a difference in their community, building a foundation for becoming more responsible adults. Students demonstrated that success came from taking initiative and persevering, setting and achieving realistic goals, and accepting the consequences of their actions.

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Crusade for Children Campaign

Judy Brown
Laukhuf Elementary School

Project Description

"At first we concentrated on raising as much money as possible, but when I stopped to think about it, the learning experiences my students had were really important—not just for now but for the future as well." This teacher reflection aptly describes the service learning project Crusade for Children Campaign initiated in 1990. The Crusade is a major community-based fund raising effort which benefits handicapped children.

Goal

The Laukhuf Elementary project helps students understand how participation in community life can extend classroom experiences and provide motivation and fulfillment for students involved.

Program Management and Resources

In a typical Crusade activity "Surround the School with Pennies," students measured the distance around the school and determined approximately how many pennies it would take to surround it. Each class had a collection container with fifth graders responsible for daily tabulation of contributions. Basic math skills including measuring and estimating were employed. The amounts contributed were calculated by weighing the pennies and comparing that with the weight of a standard number of coins. As a culminating activity, students actually placed the pennies around the school.

Students also held a carnival to benefit the Crusade. School personnel and parent volunteers contact local businesses for prizes, but the students are responsible for all organization of events. The intermediate grade youngsters plan the games, sell tickets to other students, account for the money, set up the carnival, and run the games. They have even produced a video shown before carnival day so that the primary students could make better choices in spending their tickets on games they understand. It also provided a powerful advertising tool to interest youngsters in carnival activities.

In addition to math and communication skills, students also gained valuable work experience on carnival day operating their assigned games, helping with clean up, and doing tasks which may not be "fun." Journal entries become the basis for personal narrative portfolio entries.

Since all activities occur on the school grounds, and are supervised by school personnel, liability is not a concern. It is important to gain commitments from other staff members and parents, especially in the area of contacting donors for prizes. The project is a lesson in task analysis and attention to detail. Record keeping is also important, so that each year can be compared with the achievements of prior carnivals. Thank you letters to community supporters are a must.

Evaluation

The amount of school contribution to the *Crusade for Children* has grown steadily over five years. Developing new games and activities to expand the project and to keep interest high is an important component of the planning. Students, parents, and the school community continue to be enthusiastic and the project is a source of school pride. Most importantly, students broaden their views of how they can help others, particularly other children.

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Holmes High School Two-Can Tutoring

Ruth Johnson
Holmes High School

Project Description

Holmes High School, an inner city school in Covington, Ky., has advanced placement programs that include an International Baccalaureate (IB) program. This program requires 100 hours of service from each student to receive the IB diploma. All students in advanced programs know they must do service work. A large number of children in Covington enter elementary school developmentally behind. This can cause self-esteem problems which may evolve into behavioral, attitudinal, and truancy problems later. Many students at 1st District Elementary School were identified as at-risk of dropping out before high school graduation. The principal and faculty were seeking a solution which would help reduce the odds of dropping out for these students.

Goals

The Holmes High School Future Problem Solving Team of tenth through twelfth grade students was invited to collaborate with First District Elementary School in Covington. The elementary school teachers proposed a student mentoring program to raise self-esteem and school attendance.

The program had four goals:

(1) to build self-esteem in both the elementary and senior high students involved in the program;

(2) to interest students in education, particularly the arts, languages, and thinking;

(3) to improve school attendance with the incentive of program participation; and

(4) to create interest in promotion to junior high.

Program Management, Resources, and Implementation

The 10th-12th grade student International Baccalaureate (IB) team researched the topics of attendance and esteem-building using educational journals and school administrators. From their research and brainstorming sessions, the students originally developed a plan called Two-Can Tutoring (meaning two can do better) in which students from the high school would write the younger students and also visit the elementary school students once a week during the day. The assistant principal for advanced programs coordinated transportation and school release time. The team used tenth grade communications class students in the visits and eleventh and twelfth grade English students as pen-pals. When one of the collaborating elementary school teachers became a counselor at a different elementary, the program was introduced and expanded into a teaching-enrichment program (i.e., classes in art, French, Spanish, problem-solving, and Odyssey of the Mind) taught by high school students to volunteer elementary school students. The high school students even made badges with a toucan (bird) on it to serve as a group identity.

High school students were trained through the communications classes. They learned communication skills such as interpersonal relations, "I" talk, self-esteem building strategies, and oral presentation. They also learned skills such as lesson-planning and teaching techniques appropriate for fifth and sixth grade language instruction. The IB students kept logs of their work hours for credit.

The students going to one elementary school left their English class 20 minutes early and used the study hall that followed as their teaching time at the school.

Implementation Plan

The following steps are suggested to implement the program.

- Contact elementary and secondary school principals about plan to tutor.
- Contact teachers for approval of plan and credit for tutoring.
- Arrange transportation alternatives to take students between schools.
- Poll high school classes for volunteers to tutor.
- Screen volunteers for communications and interpersonal relations skills. Provide training, as needed.
- Conduct a get acquainted and tutoring introduction matching session at the elementary school. Match high school student abilities with elementary school student needs. Assign one or two students to each tutor.
- Begin weekly tutoring and pen pal letter exchanges. Provide stationery, tutoring materials, and time.
- Plan field trips or outings for tutor-tutee teams.
- Contact local merchants for participation program incentives—t-shirts, toys, fast food coupons, etc.
- Gather data about student attendance and grades for high school and elementary school students prior to and during program implementation.
- Prepare a presentation of program results for school principals and school board to support continuation and expansion of the program.

Evaluation

The greatest accomplishment was the interest fostered by the program and the rise in self-esteem. Additionally, the number of children interested in taking a foreign language increased. The elementary school had over 80 students with parents involved in Odyssey of the Mind.

The students-helping-students approach resulted in improved attitudes toward school among students in both age groups. The older students wanted to be better role models while the younger ones wanted to achieve to make "their" tutors proud.

An increase in the number of students volunteering for the program for the following year was noted. Getting students involved resulted in more tutors and student program coordinators.

At the request of the elementary schools, the tutoring program was expanded to include providing age appropriate interactions for teenage students with disabilities based at one elementary. High school science tutors also conducted demonstration science experiments in all seven of the district's elementary schools. Two-Can Tutoring not only raised the self esteem of the elementary students but also improved the self image and interpersonal relationship skills of the high school tutors and pen pals.

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Holmes Junior High School
YouthServe

Marian Sumner
Holmes Junior High School

Project Description

The following twelve YouthServe community projects were completed by Holmes Junior High School students during the 1992-93 school year:

(1) Walkathon for Child Abuse Awareness
(2) Academic games made for young children
(3) Food collected for needy families
(4) Christmas gifts for Covington Community Center
(5) Donation to Fairhaven Rescue Mission
(6) Seventh graders wrote and delivered Santa letters to second graders
(7) Eighth graders made video books for elementary students
(8) Special education students made favors from soap and washcloths for Easter Seal patients
(9) Students tested water from local rivers for pollutants
(10) Black History video produced by students
(11) Students wrote children's books by computer, bound them, and distributed them to local doctors' offices, etc. throughout the community
(12) Students produced a "Reading" commercial to encourage other students to read.

Goals

The project was two-fold: (1) to incorporate community service into the junior high curriculum, and (2) to document and promote the value of the community service by producing videos aired over the educational access channel on cable TV.

Program Management and Resources

To document the above projects, a 30-minute video program was created each week during the school year and aired on the educational access channel.

As an extension, two teachers and a group of students participated during the summer 1993 in a two-week environmental day camp. Samples of air, soil, and water from around the community were tested for pollutants. A booklet was produced by the students for residents listing results by location and pollutant.

Evaluation

Students wrote about their service learning experiences. Teachers reported that reading test scores improved as a result of YouthServe. Community awareness of student service increased and citizens phoned district offices with requests. The biggest problem was finding cooperative agencies and business partners that would accept work by junior high students, but the benefits definitely outweighed the obstacles.

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Kentucky Telecommunications Writing Program

Carol Stumbo, Curriculum/Assessment Consultant
Region 8 Service Center

Project Description

The Kentucky Telecommunications Writing Program (KTWP) initially involved students in five schools across Kentucky: a ninth and an eleventh grade class at South Floyd High School in Hi Hat; a fourth grade class at McNabb Elementary School in Paducah; an eighth grade reading class at Holmes Junior High school in Covington; the sixth and seventh grades at Brown School (K-12) in Louisville, and the eighth grades at Saints Peter and Paul School in Lexington. Bud Reynolds, South Floyd social studies teacher, served as project coordinator while on leave.

KTWP links five classrooms by computers, modems, and FAX machines. Students write to each other to discuss problems and issues; ask questions; and share their own poetry on numerous topics including autobiography, math, sports, fiction, critiques, and issues.

In Poetry Workshop, KTWP students sent their poetry via the computer to poet, Mike Rosenberg at the University of Arizona. Mike critiqued the poetry and helped students improve their writing. A Holmes Junior High student recalled, "I have been writing to him for a very long time. He makes us feel that our poems are very good, then he tells us what needs to be done to make them better. At first I didn't think that I would like to write poetry, but (my teacher) got me interested—and now I like it. I have also inspired other people in my class to write poems."

The KTWP concept was developed by Carol Stumbo, Curriculum and Assessment Consultant for Region 8 Service Center, and Susan Wood, graduate student at the University of Florida, while Susan was a middle school language arts teacher in Estill County, Kentucky. It is based on the Foxfire philosophy of community involvement and cultural journalism and on the literacy work of the Bread Loaf School of English in Vermont, designed to develop writing skills in a technical environment through computer literacy and networks while building a writing community. The five sites were involved in a variety of community-related projects shaped by students and teachers. The number of students participating in each class varied, but the average was approximately 20.

A sampling of project descriptions follows.

(1) Students at South Floyd High School have completed several projects. One was the creation of a pamphlet of services for the elderly, printed in easy-to-read type and written in language familiar to them. Students surveyed senior citizens for this project and found they experienced difficulty reading a highly technical manual of resources distributed by the local district. After identifying the need for the guide, students gathered information from several local and state agencies to develop, print, and disseminate the pamphlet.

(2) In addition, South Floyd High School ninth graders tutored primary students at their feeder school, Osborne Elementary School at Bevinsville. Students created an information pamphlet for parents explaining the elementary school's primary grades program.

(3) Another group of South Floyd students identified the need for an environmental project in their home town. They cleaned up the streets and learned to appreciate the importance of litter control and pride in community.

(4) In Covington, Holmes Junior High Chapter 1 students worked on several projects. Their efforts addressed various community needs including Habitat for Humanity housing, Christmas presents for disadvantaged families, letters from Santa to primary students, and a reading program for members of the community. Plans for subsequent projects included addressing the problem of prejudice.

(5) At Saints Peter and Paul, a private K-8 school, students found there was a need for the development and distribution of a handbook for children who came to Lexington from other cities seeking medical treatment. They prepared a resource guide that listed essential information about the area including descriptions of area attractions and services, main features, prices, and hours of operation. Students researched places of interest and composed their descriptions in language other children would understand. The handbooks were distributed locally by the Chamber of Commerce and other businesses.

Goals

KTWP's goals incorporated the concept of the community as learning lab. The program was developed from the perspective of student interaction with the community, a rich environment for academic growth and experiential learning. While working to meet the needs of community members and reflecting on those experiences, students improved writing and thinking skills. KERA learning goals require that students develop their abilities to apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies to what they will encounter in life. These KERA goals were addressed by the projects in KTWP.

The program was based on a combination of philosophies that embodied the Foxfire program conviction that students needed to be involved in shaping their own learning experiences while essential goals and objectives of schooling were met. This philosophy asserts that children learn best when learning is connected to and centered around the world they live in. Through service to others, it is believed, children mature and develop a consciousness that extends beyond themselves. While many principles of the Foxfire approach grounded the work of the KTWP projects, the teachers involved had not received Foxfire training.

The writing theories of James Britton, Nancy Martin, and Nancy Atwell describe powerful writing as centered around students' own worlds and experiences. In their opinion, writing for an authentic purpose and audience strengthens the quality of student writing. KTWP teachers found that technology and telecommunications could be powerful tools for writing about and sharing real-world experiences.

Program Management and Resources

Following their early exposure to Foxfire Outreach techniques, KTWP teachers presented inservice sessions on their projects for faculties in their own schools.

Student preparation involved training in the writing process, research skills, and technology and telecommunications. Students selected the problem/need to be addressed and researched the topic. In September, two students from each school attended a KTWP meeting in Covington to learn about the program and expectations for students. Teams decided on a project topic for their class and wrote a survey to use in gathering data for needs assessment in their communities.

Some schools used district buses to transport students to project sites. In others teachers provided transportation. To create time for planning and evaluation of progress, two teachers at South Floyd High School shared a common planning period. Other schools used after-school hours to plan. Community service components of the projects were developed as an integral part of the writing curriculum to support instruction and reinforce learning.

Classroom management techniques varied from class to class. Some teachers continued to employ traditional methods, but most used groups and team work to accomplish their objectives. Student participation in decisionmaking and creation of products and rubrics were important elements in the shared learning process. Students assumed responsibility for their own and others' learning.

Community members and parents served as volunteers and tutors. Community agencies provided information and resources. There was no duplication of effort or conflict of interest in these projects, but a great deal of collaboration among agencies.

Evaluation

To reflect on their service learning experiences, students used on-line computer communication, journals, and group discussions. Students produced documents such as pamphlets, brochures, and videos dealing with their work in the community. Their publications were designed with real audiences in mind and enthusiastically employed by recipients of their services. Commissioner Boysen has said, "It is crucial that we regard students as members of the implementation team, not just product users."

The Kentucky Telecommunications Writing Program is doing this. Quietly, a group of Kentucky students and teachers are shaping the ways one form of technology can be used to improve student writing and learning. Through the use of modems and telephone lines, students are playing an important role in the development of technology in five classrooms across the state and the on-line activity is remarkable. Students are beginning to make connections with each other. They are beginning to share ideas and thoughts that are a part of their world. Learning about themselves and others with different backgrounds, ages, and geographical differences. But the more they learn about how different they may be, they are also learning that they are just kids, no matter about their backgrounds or ages or places of residence.

KTWP teachers are integrating some of the major strands mandated by KERA. Writing—Communications—Technology. Students are becoming active learners. Teachers are also experiencing some remarkable changes in their classrooms, and interaction with their students. No longer are they the only source of information/knowledge or the controlling factor in our students' education. They are facilitators to their learning. This is a new role for many.

There have been some exciting developments in 1995-96 on the Kentucky Telecommunications Writing Network. One of the most interesting things has been the conference called "Autobio Snapshots." This conference, established by Sue McColloch-Vislisel at the Brown School as a place for students to post auto biographical notes, has turned out to be the most powerful conference so far. Students are sharing experiences from their own lives and this is changing their relationships.

For example, one 8th grade Chapter I teacher writes, "I have used writing workshops for a couple of years. My students have always selected their own writing topics, but kids have never written these kinds of stories before. KTWP must be seen as a safe place to write about what is bothering you. The kids obviously need this. I think this student's first note kind of gave permission to everyone that writing about a personal issue or problem is okay.

Today the boy who put up a note about his concerns about brain damage came into the class and asked immediately if I had any more messages for him. At the time, I didn't, but I found a note in 'Personal Notes' from one of Sue's students (at the Brown School in Louisville).

He will be thrilled tomorrow when he comes in. He also sent a story today and while he was sending it, he said, 'This is fun. I'm going to write more so I can send the stuff.' He just lit up.

Another girl, who is having all kinds of problems at home with her divorced parents, got a note today from someone at Wheelwright. She wrote another note today and was in tears (because of her problem) as she was writing it. Tonight when I read this students' journal, the last line was, 'I'm so glad someone wrote to me on KTWP.'"

The Kentucky Telecommunications Writing Program provided a "real" learning experience that readily engaged students in worthwhile activities and tasks. The greatest accomplishment of the program was the personal growth of students. They became more thoughtful, caring individuals whose view of the world extended beyond themselves to encompass civic responsibility. Students became more self-confident, involved, and responsible for their own learning as they realized the importance of meeting the needs of their community. Community members were pleased to have access to student services.

The greatest obstacle to implementing the program was mastering the process for student interaction with the community; but teacher collaboration and administrative support helped overcome technical difficulties. While district liability could become an issue, it has not been a major problem in this project to date.

The effectiveness of the Kentucky Telecommunications Writing Program was evaluated through traditional forms of writing assessment in combination with more authentic performance assessments, such as writing portfolios and culminating performances. Student observations and reflections on their experiences also played an important role in program evaluation. The service learning component will remain an integral part of the writing program at each of the five sites.

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Partners in Active Learning Service (PALS)

Liane Rosenbaum Dattilo
Western Middle School

Project Description

Partners in Active Learning Service (PALS) involved Jefferson County middle and high school students in projects they designed with their teacher's assistance. Skills necessary to carry out the service were taught across the curriculum by content area teachers. Elizabeth Gleeson and Liane Dattilo spearheaded the program at Western Middle School, modeled after the original PALS program of the Jefferson County Public School's Volunteer Talent Center.

At Western Middle School, students outlined two types of service. One group decided to "pick up a park." In language arts class, students wrote letters asking the city's Parks Department for trash bags and gloves. In science class, they learned to distinguish between recyclable and nonrecyclable materials. Math class was the setting for a discussion and problem-solving session on how to divide the park's area into equal sections and assign a section to each student. Mapping and park design were taught in social studies class. This project culminated in a park pickup blitz.

The second group of students at Western Middle School wrote skits targeted to fourth and fifth grade students and puppet programs for kindergarten through third grade students. The dramatic presentations, "The Dangers of Strangers," focused on an identified social problem. Students investigated statistical data on children kidnaped each year and compared those numbers to real numbers students could see, such as the number of inches in the school hallway. Students learned to write dialogue and to read with feeling while developing their skits and puppet shows. In social studies class, they learned of common lures used by kidnappers and children's perceptions about whom to fear. After much revision and practice, students performed at neighboring elementary schools and received rave reviews. The positive impact on the students was so great that an evening performance was scheduled for parents and younger siblings.

Goals

Besides relating school learning to real life as required by KERA, these programs met another KERA goal. Students involved in the projects made great strides toward becoming responsible members of a work group or community. Projects required students to work together to succeed. Needs of the community and the elementary students determined selection of project topics.

Program Management and Resources

The Volunteer Talent Center provided teacher training and support for the projects. Student preparation involved instruction on research, letter writing, recycling, division, mapping and park design, data interpretation, safety, puppetry, play writing, and dramatic arts skills.

Students brainstormed ideas for their projects and collected data through a needs assessment. They learned to work in cooperative groups for completion of projects.

Evaluation

As projects gained momentum and goals became clearer, students pulled together, came to school without fail, and genuinely cared about the projects and each other. In reflection sessions, as students shared learnings and feelings about the projects, the benefits were evident: mutual respect among students, awareness of the impact they had on their communities, and realization that things learned in school were of use to them and to others. Dedicated students, take-charge leaders, and cooperating groups were par for the course in these Kentucky classrooms.

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Partners in Anti-Drug Learning Skills (PALS)

Connie Cameron
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Project Description

The Jefferson County Public Schools (JCPS) anti-drug service learning program was implemented in six schools (three middle and three high) during the 1992-93 school year. PALS was a YouthServe initiative funded by the Kentucky Department of Education. It integrated classroom instruction with the service activity—the G. Whiz puppet and skit presentations for elementary school students.

Goals

In Kentucky, the inclusion of school/community service activities for students appears as the Fourth Learning Goal of the Kentucky Education Reform Act (KERA): "Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service." Goals for youth performance in service learning are (1) to apply classroom learnings to meet identified educational and/or other community needs, (2) to reflect on and analyze the service experience, and (3) to realize their personal value as individuals and as members of their community. PALS required students to apply learnings from science (substance abuse) and English/language arts (script writing and performance techniques).

Program Management and Resources

Staff of the JCPS Volunteer Talent Center developed the Partners in Anti-drug Learning Skills (PALS) service program during the spring of 1992 after consulting with principals, teachers/sponsors, parents, and students who had been participants in a similar project during 1991-92.

Teachers/sponsors volunteered to participate. Volunteer students were recruited in ways that were appropriate for each local school. In schools with teaching teams, students were recruited from the team and were scheduled into the same content area classes and/or were given a common club/activity period.

Substance abuse was selected as the theme of the program at the request of program participants who viewed substance abuse as a continuing community problem. The new proposal emphasized the integration of classroom curriculum with the anti-drug service activity. Time was set aside for reflection—looking back on the service activity, analyzing its impact, making revisions where necessary, and weighing successes.

A one-day training session for teachers/sponsors was conducted in which the district's substance abuse curriculum for all content areas was examined. English/language arts curriculum was also reviewed as it related to script-writing and performance skills. Problem solving steps were examined for use in teaching students the script-writing process and techniques for reflecting on the service experience. Teachers/sponsors drafted an instructional action plan that accommodated their teaching schedules, instructional plan, and time with students for a full year of activities presenting puppet and skit performances in a minimum of two elementary schools for each middle school group.

Students and teachers/sponsors participated in a half-day training session of team-building and problem-solving activities. Students reviewed the instructional action plan. Two additional training/planning sessions were provided for teachers/sponsors. Program progress was assessed, successes shared, and further information provided to close the planning period.

During the fall term, substance abuse information and instruction in script writing were presented to students. By December, skits had been written, casts had been selected, and rehearsals begun. Students memorized show scripts, mastered puppet movements, practiced songs, and prepared for performances. A districtwide dress rehearsal was held in January.

Visitations to the elementary schools began in February and were completed by April. After each visit, students reflected on their performances and the effect of the service on the elementary school audience. Performances were revised as needed.

Evaluation

Districtwide post-service reflection after the elementary school visitations included group discussion of the program, student journal writing, survey responses of all participants, and examination of student academic/conduct records. Reviews were overwhelmingly positive. Evaluation results were shared with all participants at a recognition luncheon on an Ohio River cruise ship and results of the reflections were compiled.

A handbook, *PALS: Learning by Serving*, was designed to help teachers, principals, and other school personnel who are in the initial stages of implementing service learning programs and who have an interest in Jefferson County's anti-drug program.

For additional information, contact:

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Plant-A-Tree

Peter O'Rourke
Calloway County Middle School

Project Description

Calloway County Middle School's Plant-A-Tree program focused on family history and the environment, emphasizing the lasting impact students can have and pointing out that environmental history can correspond to family history. During a unit on the environment, 120 seventh grade students learned about the structure of the rain forest, the importance of trees to the environment, and what people can do to conserve that resource. They answered such questions as, Why reforest? and determined how trees can affect conditions surrounding residences of people and wildlife. Students then chose to plant and care for a tree with their grandparents, elders in the community, or residents of a local nursing home. Students picked out the type of tree suitable for the chosen location and planned the planting with information obtained in class. Each of 70 partners at the nursing home was given a seed packet to plant in their room, and students checked on the seedlings when they returned to visit their partners. They hoped to transplant the seedlings around the nursing home next fall.

This service learning project benefited from a continuation grant from the Kentucky Department of Education for the 1993-94 school year. Before grant funding was obtained, donations of pine trees from the Kentucky Forestry Department had supported the project. With grant funding, better quality hard wood trees, such as oak were purchased. At Fern Terrace Lodge Nursing Home, 20 Japanese black pine trees, three oak trees, and 20 winter olive trees were planted by the group. Every student planted at least one additional tree with their partner. In this way, another 100 trees were planted—50 red maple, 25 river birch, and 25 sycamore. Twenty blue spruce and 400 pine seedlings were planted around the school by 173 seventh and eighth grade students, participants the previous year in the seventh grade project. The sixth grade science class also asked to participate after observing the results.

During the project, seventh grade students visited the nursing home on Fridays, played checkers, read to residents, took them fishing, and interviewed residents about their childhood experiences. Eighth grade students assumed responsibility for the project during the 1993-94 school term as an extension of their previous year's work.

Goals

Project goals were to learn about the environment and to develop a working relationship between the generations. It was assumed that the generation gap could be bridged by planting a tree that would grow for both parties. Stages of growth were observed, noted, and compared to student growth. The project promoted family activities and provided participants an opportunity to correct environmental mistakes of the past.

Plant-A-Tree also addressed KERA goals one, two, and six by allowing students to use basic skills and concepts for purposes and situations they encountered in their lives, and to solve problems in a variety of situations. These activities also reinforced goal four: Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

Students surveyed the community to determine who would benefit most from the tree planting. It was decided to plant trees at the local nursing home and at the school's tennis courts. One student described the program stating, "The project was to plant a tree with our grandparents and watch the tree grow while our love grows also."

Program Management and Resources

Professional development was not required for this project. Planning and evaluation were accomplished during the teacher's planning time and outside school hours. Students prepared for the activities by learning the basics of tree planting and working with nursing home residents. They also learned how to interview and take notes.

To prevent liability problems in service learning activities, notes were sent to parents in advance of each activity to keep them informed. Permission forms were required to visit the nursing home, use shovels, plant trees at a private residence, and participate in other activities as necessary.

Integration with the regular curriculum occurred in social studies class and environmental studies. For example, in world history students studied South America's rain forests, the northwestern United States' logging industry, the Canadian logging industry and animal rights conflict, and the Soviet Union's and Eastern Europe's excessive logging without reforestation.

Classroom management practices included the use of behavior contracts. Students were aware that they represented the school, themselves, and their families when they went into the community. They agreed to the terms of the behavior contract and were not allowed to participate if problems occurred. Few problems occurred.

Calloway County Middle School's principal supported the project by contacting speakers, promoting community involvement, and releasing students for field trips. Since the school is in a rural area, students staying after school to participate posed no safety problems. The teacher, also a licensed bus driver, drove a school bus to project sites and provided the fuel. At the end of the project, all students involved celebrated with a picnic at the school.

Parents and other community members were contacted by the teacher about their preference for services the project was able to provide—beautification of residences, businesses, and parks and recreation areas. The Better Business Bureau, town mayor, and county magistrates were contacted to ensure plantings were clear of rights of way and power lines.

Evaluation

Students reflected on their service learning experiences by keeping journal entries that later became writing samples for their portfolios. Notes were logged on all contacts made during the project. They also interviewed senior citizens about their childhood school experiences for comparison to their own.

The program's greatest accomplishment was the bonding that occurred between students and citizens of their grandparents' generation. Planting and caring for trees helped students develop a sense of responsibility for all living things.

One obstacle encountered was keeping trees alive during a dry summer. Replanting in September with more mature specimens was necessary in some cases. Ninety percent of those planted at student homes survived with student care. The program had the full support of the school administration, which alleviated many potential problems.

Effectiveness of the program was monitored through forms required by the Kentucky Department of Education and included a project time table, schedule, and budget. Students evaluated the program in their journal reflections. Some parents reported that the family was closer due to the project. For example, one family took a tree to a grandparent who lived out of state whom they had not visited for a long time. Students shared a mutual respect for the environment with their elderly partners.

The program continued beyond its initial year with students still visiting the nursing home. Students learned respect for the environment and for each other. The goals to bridge the generation gap and improve the environment were accomplished.

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Project Respect

Tammy Weitliuf
Ballard County Middle School

Project Description

Project Respect grew out of a Family Focus meeting where discussion centered on the need to provide middle school students with meaningful learning experiences in community settings. During the 1993-94 school year, seventh grade science students cleaned up a public access area which was badly littered and poorly designed, beginning a public awareness campaign that they hope will cut down on future abuse at the site. Initial funding was through a Kentucky Service Learning Classroom Grant from the Kentucky Department of Education. The project involves extensive collaboration between school personnel and the director of the Ballard County Wildlife Management Area along with Bluegrass Recycling.

Goals

The goals of the project were

- active student involvement in the community, and
- increased environmental awareness on the part of students and others.

Program Management and Resources

Students were prepared for participation through a seventh grade science unit on environmental issues that provided background information, research skills, and preliminary awareness activities. One unit activity included a tour of the Ballard County Wildlife Management Area. After touring the facility, students decided to focus clean-up efforts on an area where teenagers and others frequently held late night parties and left large amounts of trash.

Materials collected during the visits to the site were bagged, brought back to school, sorted, and delivered to Bluegrass Recycling. Students then took their message to fellow students and others in the community, publicizing the need for *responsible* use of the targeted site and greater awareness of each individual's impact on the environment as a whole. Students' sense of ownership and pride in the newly cleaned area reduce further littering, and parents and other members of the community are excited by the efforts and supportive of continuation.

Following each on site clean-up visit, students responded to a series of open response questions regarding the project and participated in class discussions on related topics. Each student also maintained a journal. Spring floods, which affected the clean-up site and necessitated an additional harvesting of refuse, provided unique opportunities to reflect on the complexity of environmental relationships.

Culminating activities for the project year included student presentations at an all-school event. A plaque was given to the Director of the Ballard County Wildlife Management Area in recognition of his assistance and support.

Evaluation

Participants enthusiastically agreed that the project was successful. Curriculum materials were then revised and updated in view of the inaugural year's experience. During the first year of the project, there was little professional development on service learning, and no additional time allotted for teacher planning and implementation. If the project is to be expanded to include additional teachers and/or students, these are topics which will need to be considered. Future project implementors are advised to learn as much as possible about the specific situation, agencies involved, requirements and expectations, etc. *before* they start.

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Project SERVICE

(Students Eagerly Responding Voluntarily to Improving the Community Environment)

Wesley Cornett
Williamsburg High School

Program Description

Project SERVICE, based on Baltimore County Public School's Community Service Curriculum, was an all integrated curriculum program. The Superintendent and the project developer, Wesley

Cornett, collaborated to present a program proposal to the district board of education.

Goals

Project SERVICE goals included promotion of citizenship, volunteerism, a lifestyle of service, self-awareness improvement, and community involvement.

Program Management and Resources

The integrated curriculum project was based in a U.S. History class. It incorporated a system in which students completed specific standards to receive credit. One of those standards was to perform 25 hours of service learning. Students can earn four hours of service learning activity credit and a pizza buffet on one Saturday each month. A minimum of two days attendance is required in Saturday sessions. Alternately, students may choose to perform service on their own time. Such student-designed service has included free babysitting, hospital candy stripe volunteer work, nursing home assistance, and farm labor. Some students helped clear roads and others served 500 community members sheltered in the school gymnasium during a blizzard.

Student training and background preparation, reflection, and school liability coverage were preplanned for the project. Training was facilitated through class discussions and the reflection component was accomplished through journals and class discussions. Students were insured through the school group policy and teachers/coordinators were covered through professional policies.

Activities included:

(1) Operation Green Space

Students joined the town mayor's recycling and anti-litter campaign Operation Green Space to provide those services for this small rural mountain community. Three billboards were constructed and placed prominently beside the Interstate 75 Williamsburg exit, at the back route and entrance to the community, and beside the school to promote Operation Green Space and generate local curiosity. Students explained the project to the Women's Club, Garden Club, City Council, Daughters of the American Revolution, and other organizations and community groups.

(2) Highland Park Cemetery Directory

Students discovered that a large local cemetery needed an internment directory. During cold winter weather, they collected names and birth and death dates, entered all information onto a school data base system and created a cover for the publication which was distributed locally. In 1990, the Williamsburg Independent School District Board of Education committed over $1 million to technology advancements and Williamsburg High School is recognized as a national Technology Innovation Center. Students learn robotics and other computer technology in four computer laboratories. Some even assist teachers in updating their technology expertise. Every classroom has a personal computer which made possible this community service opportunity.

(3) Magic Me

Williamsburg High School students visit an assigned mentor in a local nursing home each Wednesday after school. Students may write letters, talk, walk the grounds, play games, or otherwise assist their mentors.

(4) Williamsburg Pictorial History

Students took photographs and researched the history of many area historical sites. Cumberland College, homes, theater, churches, and others were included. The history was written and illustrated on computers, then shared with the community.

(5) Voter Registration Drive

Residents were encouraged and assisted in registering to vote at the school and in their homes. Radio announcements advertised the service.

(6) Williamsburg Newsletter

The *Williamsburg Watch* was created and distributed to the community. Three aspects of the community were explored—the college, the town, and the district schools. It became so popular that a class was established at the high school. Topics included descriptions of college activities and what is in store for new college students, seasonal sports events and interviews with coaches and team members, the community's fitness center, profiles of community leaders, and other community events. The newsletter helps maintain community support for the school.

Williamsburg High School was awarded the National Blue Ribbon School of Excellence by President Clinton. Newsletter staff interviewed the principal and counselor. Other articles featured the school's chartered First Jacket Bank for student and teacher accounts and block scheduling success. Williamsburg High School's English class edited the eight quarterly newsletters.

Parents helped by volunteering on Saturday service learning days. Collaboration with city government officials provided support, publicity, and information on service needs. The project's advisor suggested that those interested in starting service learning projects should not hesitate to propose ideas for service and seek the support of the district superintendent and school principal.

Evaluation

The initial reluctance of some students to participate in service learning activities was overcome by integrating the activities the curriculum and requiring participation for credit. Students soon discovered their enthusiasm for the project. Students, parents, and community members were surveyed at the beginning and end of the school year to identify needs and evaluate progress.

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Project View

Alicia Brown
Mayfield Independent Schools

Project Description

Project View utilized the resources of the educational access channel of the local cable company to provide valuable learning experiences for both high school students and the community at large. Students identified topics that would be especially interesting or helpful to senior citizens in their area, many of whom are avid TV viewers. The students then researched the topics, located appropriate resource persons and materials, planned 30-minute presentations, wrote scripts, and filmed the episodes which were broadcast by the cable company. There are about 10,000 potential viewers of all ages in the area. Programs were repeated several times.

Goals

The goal of the program is to help students see the importance of providing services to the community while learning themselves. This project was designed to meet needs of some segments of the community which were not being met in other ways, and to promote the concept of lifelong learning"

Program Management and Resources

Approximately ten different videotapes were developed during the 1993-94 school year. A biology class toured a super market with a local nutritionist who explained how to read and interpret information included on the new food labeling system. Another group demonstrated low-impact exercises and discussed the health benefits of a regular exercise program. A third tape showed viewers the basics of car care including how to change the oil. One important outcome of the project was the students' realization of how much preplanning has to be done to present a topic in such a way as to make it both comprehensive and comprehensible.

The more than 50 students who participated in the program were enrolled in a media class. Class instruction included developing simple story boards, camera and editing techniques, and interviewing skills. In some cases necessary background information and topic research were incorporated in instruction of other classes. Much of the actual production work was done in groups of two to six students outside of school hours and at community locations. Written permission was obtained from parents and a teacher or administrator accompanied students so that liability concerns were handled much the same way as for other field trips.

The school personnel involved did not have any formal professional development for this project or for service learning. No special arrangements were made to provide planning time. The media director for the high school, also director of public relations for the Mayfield Independent Schools, credits the staff with being really willing to work extra hours beyond the school day on projects they perceived to be of benefit for their students. "We just squeeze it in," she said.

Evaluation

Project View has been received enthusiastically by both students and their parents. Similarly, community leaders, the cable TV outlet, and viewers have expressed support for the student efforts and pride in the finished products. There has been positive newspaper coverage as well. School personnel and students have informally evaluated the program to identify ways in which it can be improved during the coming year. As the Project View's developer stated, "We asked ourselves, are we meeting the needs of students and the community, and not just doing a project to be doing something? We believe Project View serves the interests of both groups very well." Planning is underway to continue and expand the project.

There have been no problems or obstacles to implementation so far. Future implementors are advised to involve as many persons as possible early in the process to avoid conflicts.

For additional information or sample taped activities, contact:

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Project View
Mayfield Independent Schools
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Respect for Environment Makes Good "Cents"

Luann Johnson
Gavin Cochran Elementary School

Project Description

Service learning is becoming increasingly popular in secondary schools, but this project demonstrates that such projects can be powerful learning tools with younger students, too. The Respect for Environment project combined economics education and environmental studies in an interdisciplinary program which included math, science, social studies, and lots of writing experiences. The project was sponsored by the Kentucky Council for Economic Education (KCEE) at the University of Louisville and designed as a part of class requirements for a course.

Goals

Goals of the program for students were

- improve the environment
- develop writing skills
- involve the community in environmental awareness
- learn to follow directions, and
- participate in an interdisciplinary unit.

Program Management and Resources

Early in the school year, as a part of their study of ways to improve the environment, the students spearheaded a campaign at Cochran to collect telephone books for recycling. This was a part of a districtwide effort sponsored by the Jefferson County Public Schools and the Kroger Company. Ms. Johnson's students made posters and announcements to remind other students to bring in old phone books. Each morning they collected the books, counted them, and made sure that they were credited to the correct class. The record keeping was very important because the class with the greatest number of books received a free pizza party.

A similar activity of longer duration involved collecting, counting, and bundling plastic grocery bags which were then redeemed for cash. Students used math skills in grouping bags and learned to follow directions presented in a video in order to produce acceptable bundles of bags. At the end of the promotion, the class proudly presented the $50.00 earned through the project to the school's activity fund.

The youngsters also visited the local landfill to see first hand the problems produced by too much trash. They then devised a system for judging the amount of packaging for a variety of products and wrote letters to companies who they believed engaged in "over packaging" based on contents and value of the product.

Throughout the school year, the class created bulletin boards and displays to serve as reminders that reducing, reusing, and recycling help the environment and save money. Parents, other students, school staff, and visitors could not miss these messages, and parents reported that they were often reminded at home as well. In the spring, the students prepared a program of songs and poems related to the theme "Kids for Saving the Earth" (based on curriculum materials distributed by Target Department Stores). The class performed at the Earth Day celebration at the Louisville Zoo and in an assembly program for the entire school.

Evaluation

The project developer incorporated materials from several sources and suggests "once you've chosen a topic, ask anyone and everyone" if they have any related materials. "You might not get the specific information you are seeking, but they often send you other items which can be used to develop games, make displays, or provide a new slant to the project." Students and teacher enjoyed the project and felt that it fostered cooperation and awareness of real community problems and possible solutions. The Respect for Environment project placed practice and mastery of "basic skills" in a meaningful context for students.

For additional information, contact:

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Shakespeare for the Young at Heart

Linda Satterlee-McFadin
Western Middle School

Project Description

Shakespeare for the Young at Heart paired 23 sixth and seventh grade students from a multi-age team in an urban middle school with a group of senior citizens in a suburban senior citizens center. A study of Shakespeare cemented the bond between the "young" and "young at heart."

Several factors led to the project design. Several years ago a grant from the Edna McConnell Clark Foundation funded the developer's participation in a Shakespeare-in-the-classroom workshop at Bellarmine College. Encouraged by her students' enthusiastic response when first introduced to Shakespeare, she designed activities to make the study of Shakespeare an integral part of the language arts and reading curriculum. The project developer also participated in a service learning professional development session sponsored by the Clark Foundation. The school principal encouraged her to apply for a service learning grant offered by the Kentucky Department of Education. As they brainstormed ideas, the principal shared his experience in working with senior citizens. Realizing that most of her students' grandparents were only in their 40's or 50's, the project developer began to see that by helping her students develop a relationship with senior citizens, she could create a mutually beneficial service learning experience. She submitted an application and was awarded a service learning grant to fund Shakespeare for the Young at Heart.

Goals

The program design addressed the following goals: to improve the students' reading comprehension skills, to introduce the students to classic literature, and to give the students an opportunity to work with different age groups. By engaging students in a purposeful but enjoyable activity directed toward an authentic audience, the project developer aimed to strengthen students' academic skills. Also important in this urban community without a strong tradition of volunteerism was the opportunity for students to explore the notion of community service.

Program Management and Resources

Four meetings were scheduled with the Senior Citizens East Community Center. First, three senior citizens visited the school. While the students had brainstormed such words as "sickly, grumpy, and grouchy" to describe their idea of the elderly, they experienced a 95-year-old woman who taught them her version of the Electric Slide and an 85-year-old who was heavily involved in volunteer work. During the second visit, the students went to the Center where the senior citizens meet to have lunch and companionship. The students performed two choral readings from "Macbeth," and then read several sonnets. On the third visit, the seniors and the students took turns performing scenes from Shakespeare. The final meeting was held at the Center before Christmas. The senior citizens had converted their dining room into an Elizabethan banquet hall, complete with candlelight, greenery hung from the rafters, and placecards. They had arranged for the apprentice acting company from Actors Theatre of Louisville to perform four Shakespearean scenes for the students. They had also planned a meal that included shepherd's pie, wassail, and scones. The students contributed by dressing in costumes they had designed, bringing fruit typical of the period, and performing an Elizabethan dance that they had learned.

Evaluation

Several classroom management strategies contributed to the success of the project. The students formed theatrical "companies" and assumed job titles. Giving the students the opportunity to select, edit, and design the scenes encouraged them to accept responsibility for their learning. Customizing the groups and carefully assigning partners also helped the students stay focused.

Shakespeare for the Young at Heart students were involved in a true performance assessment to evaluate their improvement in reading skills and to showcase their knowledge of classic literature. Through class discussions, journals, essays, and letters to the senior citizens, the students were also able to reflect on their service learning experience.

The biggest obstacle to overcome in designing the program was establishing a partnership with a group of able-bodied senior citizens who wanted to participate in the activity, not just be entertained. Several groups were contacted without success, but persistence paid off. Led by a retired teacher who had been a director of English, the seniors at Senior Citizens East assumed an active role in planning and producing the wonderful culminating activity, the Elizabethan banquet. Their initiative and enthusiasm served to break down the students' stereotypes of "old people."

Designing the costumes also gave the students a reason to work with their parents and grandparents. In a school community where parental involvement was almost non-existent, this was an unexpected benefit of the project.

Plans call for Shakespeare for the Young at Heart to be an annual service learning production at Senior Citizens East.

For additional information, contact:

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The Wetlands Project

Jody Justice
McKell Middle School

Project Description

The Wetlands Project is a student-initiated project in which students, staff, and community volunteers work together to create, maintain, and learn from a wetlands wildlife refuge and park area on the grounds of McKell Middle School. This curriculum-based sixth-grade science class project soon expanded to include a math class, and eventually grew into a schoolwide program with community involvement. The original project title, "Kids Who C.A.R.E.," became "The Wetlands Project" when the state grant which funds it was rewritten. The Wetlands Project has involved students in community service learning for more than four years. Not only does the availability of wetlands within the community provide refuge for birds, insects, and other creatures, it also affords teachers a unique, on-site outdoor classroom and gives the community a beautiful as well as educational recreation area.

Goals

The project goals are to

- develop wetlands to attract wildlife to study and enjoy, and to create an outdoor area that can be used by the school and community; and
- involve the community in the school and build school-community relations.

Program Management and Resources

Because it offered the perfect "laboratory" for science classes, the Wetlands Project was integrated into the school curriculum from the beginning, and used as a basis for many of the lesson plans and special class projects related to the environment. The students choose the subjects or topics. A natural science class was also added to the curriculum as a result of the project's existence. No inservice was provided for the teachers nor special training for the students other than that provided within the regular class structure. However, because the project was funded by a state grant, one of the students served on a statewide council of students involved in community service projects. The student attended workshops and shared information with peers.

Evaluation

While participating in the project, students kept journals and other materials, which they often shared when attending workshops. The project coordinator recorded and reported the number of student participants, volunteers, and the hours worked by each as required by the grant process.

As a result of their involvement in the project, students developed a sense of ownership in their school and community. The programs' greatest accomplishment may be in getting the community "into" the school while local citizens enjoyed the use of the school grounds as well. In the future weddings may be held in the gazebo built by student/parent volunteers in the wetlands park.

The only drawback encountered seemed to be the time and additional steps required to plan with outside people (contractors and architects). The project's coordinator, on staff at the district's resource center, has not experienced a problem finding time for planning stating, "This fits naturally into my job." Classroom teachers combine project planning with lesson plan development. Future plans include the steady enlargement, improvement, and utilization of the wetlands area.

For additional information, contact:

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Youth Extension Services (YES)

Linda Patterson and Linda Feltner
Calloway County Middle School

Program Description

All Calloway County Middle School students have the opportunity to participate in one or more of the following: community service to nursing homes, preschool and elementary school centers, humane society, recycling center, career options, parental career shadowing, Needline, etc. Students, teachers, parents, and community members united to encourage student self-discipline and motivation to meet the challenges of tomorrow.

Goals

The Kentucky Education Reform Act (KERA) recognizes the changing role for students in a global society and the importance of extending the classroom into the community and the world. Calloway County Middle School's vision commits school personnel to preparing students for success in the 21st century. In January, 1993, the STARS 8 team piloted a new program—Youth Extension Services (YES). The program has expanded every semester since to include additional services as well as to involve all eighth grade teams. The goal of the program is to extend student learning beyond the classroom. Community service projects, a variety of career exploration opportunities, and hands-on experiences are provided to students to broaden their awareness of life skills and help them become productive citizens.

Program Management and Resources

The Youth Extension Service (YES) is designed as a third year program for middle school students. While many of the activities and field experiences are practiced on a limited scale in sixth and seventh grade, they are fully implemented and extended in grade eight. Eighth grade students work on a four and one schedule. Four days are on a "regular" school schedule and one day (Friday) is spent in the community or at school in a variety of different programs with emphasis on school-to-work initiatives. Included with this description are the following forms used in the program.

Youth Extension Services

Ways Mentor Teachers May Employ Students

1. One-on-one tutoring
2. Read to and with students
3. Work hands-on math activities
4. Make bulletin boards
5. Run copies
6. Help with Severely Impaired Learner (SIL) therapy
7. File
8. Run errands
9. Listen to students read
10. Monitor centers
11. Correct spelling/grade papers
12. Work with individuals on LAD-D Skills/objects
13. Assemble booklets
14. Make or conduct instructional games/make games
15. Conduct plays or puppet shows
16. Serve as a computer partner
17. Assist teaching physical education skills
18. Help student movement throughout building

Youth Extension Services

Student Mentorship Assignment

To: (Teacher or Community Partner)

From: Stars-8 Teachers of Calloway County Middle

Twila Dunn Bill Miller
Linda Feltner Linda Patterson

The following student(s) are assigned to work with you as a participant in our career education program. The student(s) will complete the assignment of your choice. The student evaluation sheet is attached. Since this is a new program, we ask for your cooperation with the assigned students. We need your help and would appreciate any suggestions for improving this program. If you have any questions or problems, please contact us at 753-4182.

Thank you for working with our students on this program.

Student(s): ______________________________
____
____

Youth Extension Services

Student Evaluation
CCMS Career Preview Program

Student Name: ____________________

Employer Name: ____________________

Employer Location: ____________________

Date: ____________________

Dates Student Will Work: ____________________

This student has been placed with you as a ____________ to aid in your work. This program is for your benefit as well as to enhance this young person's awareness of career opportunities.

Please rate the student 1-5 (1 = low to 5 = high) on the following items:

1. __________ Good communication skills
2. __________ Shows interest
3. __________ Dependable
4. __________ Responsible
5. __________ Follows directions
6. __________ Shows respect for adults
7. __________ Shows respect for students
8. __________ Good attitude
9. __________ Good manners
10. __________ On time
11. __________ Appropriately dressed

Please indicate the dates of absences:

____

Additional comments are appreciated.

____

____

Would you recommend this student to others? __ Yes __ No

If at any time you have problems or questions, please contact one of the following Stars-8 Teachers:

Twila Dunn	Bill Miller
Linda Feltner	Linda Patterson

Youth Extension Services
Calloway County Middle School
Mentorship/Aid Contract

I, __________________, an eighth grade student at Calloway County Middle School, enter into the Mentorship/Aid Program with knowledge of the responsibility of the assignment. I agree to follow guidelines of the Middle School and the assigned school or other placement.

I understand that the mentorship is an academic program and that I will not be paid.

I understand that I will be a guest in the assigned place and will conduct myself accordingly. All rules of these facilities will be followed.

I understand that I am a student, under teacher supervision and shall follow the rules as a student. These rules also apply to the lounge, restroom, phone use, appropriately dressed.

I understand that I will ride the bus to the assigned elementary center and report to a teacher.

Youth Extension Services
Calloway County Middle School Mentorship Permission Letter

I, _________________, the parent/guardian of __________________, permit him/her to participate in the Calloway County Mentorship Program. I understand that transportation to and from the mentorship assignment will be provided by Calloway County Middle; but that the parent/guardian may provide transportation if desired.

The student will be expected to abide by the rules and regulations of Calloway Middle, the assigned school, and Calloway County Code of Conduct. The student will be expected to make a sincere effort toward the success of his/her assignment and the program.

The student will be placed under the direction and proper supervision of ____________________ while he/she participates in this program.

Student: ______________________________

Date: ______________________________

Parent/Guardian: ______________________________

Program Team: ______________________________

Mentor Assignment: ______________________________

Dates of Assignment: ______________________________

Completion of work and responsible behavior are prerequisites for participation. The program is on a volunteer basis but all students are encouraged to participate in all experiences at least once. Some experiences provided are as follows:

1. CCMS Recycle Center—broadens environmental awareness and reinforces math and science concepts.
2. Murray-Calloway County Hospital—staff give lectures, materials, and tours to students interested in health-related careers.
3. West View Nursing Home—students work from 8:30 a.m. - 11:30 a.m. in a variety of jobs.
4. Fern Terrace Lodge for the elderly—students work for one to two hours, mostly student-conducted social activities and visitations.
5. Downtown businesses—a variety of businesses provide work experiences for students from 9:00 a.m - 1:00 p.m.
6. Three local elementary schools and one preschool—provide many students with jobs covering a multitude of experiences associated with education and school- related areas.
7. Shadowing—students are allowed to shadow a parent/adult for an entire work day. They may do this several times throughout the year and with as many different businesses as possible.

The culminating task for each student includes selecting a specific career they want to pursue, researching it thoroughly, preparing a display and presenting it to the public. As part of their displays, students must describe all their career-related work from sixth through eighth grades. Students are encouraged to involve their families and community as much as possible.

Evaluation

Each student was responsible for keeping a career folder with written assignments and assessments.

For additional information, contact:

Linda Patterson
Calloway County Middle School
2108A College Farm Road
Murray, KY 42071
502/753-4182

District or Community-based Community Service Projects

Casey County Cares

Steve Sweeney
Casey County Youth Services Center

Project Description

A YouthServe grant from the Kentucky Department of Education initiated a community service project which evolved into a service learning project conducted by the Casey County Youth Services Center.

Goals

The initiatives of Casey County Cares are threefold.

(1) The first initiative is an intergenerational program where young people go to a nursing home and read to the elderly.

(2) The second initiative is a mentoring program called Special Friends. The Special Friends are adults and high school students and they enhance the social and academic skills of elementary students through the mentoring program.

(3) The third initiative consists of community service construction projects. The students do minor home repair, house painting, mow a local cemetery, and pick up trash by the highway.

Program Management and Resources

The Casey County Cares project coordinator held separate training sessions created by the Department of Social Services and Hospice for the three different initiatives. For the community service initiative, students were trained in carpentry skills and safety (without power tools). A local minister helped them with the carpentry projects. For the mentoring program the coordinator held two training sessions that lasted four to six hours.

The reflection component of service learning was also an integral part of this program. The students participated in group discussions following their service projects around questions such as What happened? and How can we make it better next time? The students also completed journals and held an informal end-of-year party to reflect on their experiences. The project coordinator also surveyed the people served to assess the effectiveness of the services provided.

Some logistical issues addressed in this project included insurance and transportation. The project was insured locally with a policy that cost only $.23 per day, per student with a total under $200.00 for the entire year. Transportation was provided by the Youth Services Center.

Evaluation

The greatest accomplishment of the program was the sense of community that the mentoring program developed. Teens and pre-teens began to understand and be understood by older people. Teens and pre-teens felt a sense of self worth. One success story involved a lawyer who tutored a student with behavior disorders who in turn, mentored the lawyer's mentally challenged child. The boy was very protective of the little girl he mentored.

The project coordinator hopes to see service learning integrated into the curriculum through journals and portfolios. Plans call for continuing current programs with a closer connection to the schools and expansion to include construction of homes through Habitat for Humanity.

For additional information, contact:

Steve Sweeney
Casey County Cares
Casey County Schools
RT 1, Box 21
Liberty, KY 42539
606/787-6566

The Fitness Coalition

Mark Owens
South Junior High School

Program Description

At South Junior High School, seventh through ninth grade students are able to attend club meetings of their choice one day each month. Physical Education Department teachers initiated the idea for a fitness club by writing a list of objectives for the principal's approval. The first year, 20 students and three teachers met for 45 minutes each month during club time. The next year, every child in the school was able to benefit from the fitness center established by the Fitness Coalition Club. Members of the club acted as a student advisory committee to teachers, other students, and community members to help promote fitness and physical education at South Junior High and in the community. They assisted with the organization and development of physical fitness activities.

Together, the project developer and club advisor and club members wrote a Kentucky Youth Action Council grant application that was funded. (The Youth Action Council is comprised of two high school youth from each of the eight regional service areas. The youth are convened five times each year to participate in service learning and leadership training. This Kentucky Department of Education council administers a grant program for student-initiated community service projects.) To get the best buy from their $2500 award, Fitness Coalition Club members selected fitness equipment by comparison shopping. They also acquired permanent space in the gym for the equipment so other students, staff, and community members could use it during and after school.

Goals

The Fitness Coalition program helped teachers and students implement various aspects of KERA for physical education. Physical education students wrote their own personalized fitness programs and class time was spent learning the principles of conditioning. Written work was submitted to math and writing teachers for KERA student portfolio requirements.

Individualized fitness plans were developed and followed on Mondays and Tuesdays during physical education class in combination with cardiovascular activities. Course content emphasized the need for physical fitness and students were personally motivated to improve fitness by access to effective equipment. Fitness Coalition Club members facilitated others' use of equipment and development of fitness plans. Fitness was an integral part of the physical education curriculum, and the emphasis of this program was the need for students to continue fitness programs beyond school to maintain health.

Program Management and Resources

Professional development was not required for the Fitness Coalition project at South Junior High School since only physical education teachers were involved. Students received instruction in use of equipment, safety procedures, types of exercises, purposes of a variety of exercises, and benefits of a fitness program. The program was coordinated schoolwide so that all students had time to use the equipment.

The issue of liability for service learning projects was addressed by enforcement of safety guidelines and supervision of students at all times. Students were required to use spotters and to check equipment before each use. Rules and safety guidelines were taught, then clearly posted and reviewed in class. Warnings were given for misuse of the center and participants could be excluded from the center for improper behavior.

Teachers used their regular planning time to collaborate, discuss plans and problems, and evaluate progress. The project coordinator reported that there was never enough planning time during school hours.

Plans were made to open the center to local corporation employees when adequate equipment was acquired. School staff made use of the center after school hours.

Evaluation

Students reflected on their service learning experiences with written records of their progress in the form of logs and charts containing data on exercises used, minutes on machines, weight loss goals, muscle groups to exercise, safety procedures, equipment use and maintenance, and conditioning principles. The final product consisted of a written exercise program for use in maintaining fitness independently after the ninth grade when physical education was no longer required. Fitness Coalition Club members felt they had advanced fitness education in their school and community.

Physical education teachers were happy with progress made and felt that the program focused their department. "We've always taught these concepts without equipment. Now students can apply their skills," claimed the project coordinator.

Future plans for the Fitness Coalition program included maintaining and updating equipment to serve more students, staff, and community members.

For additional information, contact

Mark Owens
South Junior High School
800 South Alves Street
Henderson, KY 42420
502/831-5050

Kammerer Middle School Community Service Program

Marianne Wunderlin
Kammerer Middle School

Program Description

Kammerer Middle School's Community Service Program, now in it's third year, benefits from a school-funded parttime coordinator. Several teams of teachers have worked with the coordinator to develop service learning projects appropriate for their students and their curriculum. The program has expanded as teachers and students have seen the benefits and wanted to do more. A grant from the Edna McConnell Clark Foundation has helped to pay for professional development and transportation. Grants have been received from the city of Louisville, Jefferson County Public Schools, and the Kentucky Department of Education. More than 400 students are involved in long-term service learning projects each year. Students are able to make long-term commitments and form relationships with the people they meet in their projects.

Goals

Program goals are to:

(1) connect children and curriculum to real-life experiences,

(2) broaden the students' perception of community,

(3) give students an opportunity to contribute to the community,

(4) place students in different environments to show that they have talents and gifts that are useful outside the traditional classroom, and

(5) develop caring behavior and good citizenship.

Program Management and Resources

Various projects are initiated in language arts and social studies classes, and in team-based guidance period. Grade level team projects include partnerships with a day care center for homeless children, Jefferson Manor Nursing Home, three kindergarten classes, a local historic home, and others.

The project coordinator and teachers plan extensive preparation and training activities for students before outreach visits for each project. Each partnership also requires reflection activities specific to the needs of that particular population. Speakers from the nursing home hold class discussions about stereotypes of the elderly before student visits. Students participate in simulation activities to help them understand the effects of aging such as taping fingers to simulate the effects of arthritis and wearing sunglasses with Vaseline on the lenses to simulate cataracts. With help from their teachers, students do extensive research and follow-up that teaches them to be comfortable in unfamiliar settings.

Connections to the curriculum are an integral part of the service learning program. For example, on one sixth grade team, the language arts teacher ties in literature and writing assignments. Her students read stories about relationships between old and young and the issue of aging. They learn interviewing techniques in order to interview their elderly partners. With information they gather from their formal interviews and other visits, each student writes and illustrates a book about his or her partner.

Evaluation

The program benefits from annual administration and analysis of the Kammerer Middle School Community Service Student Survey which follows.

For additional information, contact:

Marianne Wunderlin
Community Service Coordinator
Kammerer Middle School
7315 Wesboro Road
Louisville, KY 40222
502/473-8279

Kammerer Middle School
Community Service

Student Survey

Name ______________________________ Sex M F (Circle One)

School ______________________________ Grade ________ Team

We are interested in students' thoughts and feelings about the following statements. For each statement there are four possible answers. There are no right or wrong answers.

Check the box under the response that best describes your thought or feeling about each statement. Select only one choice for each statement. Please respond to all statements. Answer Question 23 after you have completed 1-22.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am comfortable speaking in front of groups.				
2. Things I learn in class are related to the "real world.				
3 My friends trust my judgement.				
4. I have a responsibility to my community.				
5. Adults value what people my age have to offer				
6. In groups in which I work, everyone participates.				
7. I can make a difference in the world.				
8. I can stick to a task until it is finished.				
9. Helping people in need is important to me.				
10. There can be more than one solution for a problem.				
11. I work best with just one other person.				
12. I have a lot to offer the world.				
13. Students can help solve problems in the community.				
14. I work well in a group.				
15. I can learn through helping others.				
16. Each person should work to improve the world.				
17. If I fail at something, I believe I can do it better next time.				
18. I am interested in learning about people, places, and needs in my community.				
19. My friends think I have good ideas.				
20. I like to work with others.				
21. One person can make a difference in the world.				
22. I know ways to solve problems.				

23. Are you involved in any type of community service (e.g., helping improve your neighborhood, schools, church, city, or world)? ____Yes ____No

If you checked "Yes," please write a short description of your community service. ______________________________

Spencer County High School YouthServe PALS (Pupil, Aid, Leadership, Service)

Darlyn Gray
Spencer County High School

Program Description

Our YouthServe program name is PALS: Pupil Aid, Leadership, and Service. Our project is set up to act as a volunteer clearinghouse. As such, students are given the opportunity to learn about a wide variety of involvement activities. Through a competitive bid process, Spencer County High School was one of sixteen school districts to be awarded a Youth Community Service grant in the amount of $9500 for the 1992-93 fiscal year. The grant was renewable through the 1994-95 fiscal year.

The project developer and initial project coordinator, a Spencer County High School teacher, was part of a volunteer clearing house, and as such collaborated closely with community groups and clubs. The grant was originally initiated by a former principal. Students were given release time from school to do this project and receive a half-credit for their work.

In PALS project juniors are asked to provide five hours of service during the school year, and seniors are asked to provide ten hours. Students are given release time from school for service to the community. During the 1992-93 school year, 63 Juniors and 72 Seniors participated in our YouthServe project, providing 1035 hours of service to the Spencer County community. Students select areas of interest and opportunities available within the community. They are also encouraged to identify needs around them such as an elderly neighbor, projects done through the youth groups at church, etc.

To create a well-rounded program, all government and social service non-profit organizations were contacted. Some of the most rewarding experiences have been with the senior citizens, the Meals on Wheels program, and the Taylorsville Corps of Engineers. Students perform services such as delivering hot meals to shut-ins, helping with a city-wide clean-up project, reading to small children, planting trees, volunteering at the nursing home providing computer skills to the G.E.D. program, and volunteering with the local fire department. Our program has also adopted a highway with two yearly clean-up days.

Program Management and Resources

As a volunteer clearinghouse, PALS involves students in service activities such as

- participating in community education classes,
- serving as mentor/tutor for younger students,
- collecting and distributing clothes and food,
- working with volunteer fire departments and rescue units,
- conducting oral history research and other local history projects,
- assisting in the American Red Cross blood drives,
- aiding community beautification projects,
- caring for young children in state-approved day care centers,
- raising money for charitable projects,
- conducting environmental research,
- communicating with the elderly and homebound, and
- working with voter registration.

Goals

Youth community service is designed to help young people develop civic responsibility, to improve their learning through the use of academic skills in real life situations, to increase their sense of self-worth and to enable them to provide meaningful service to their communities.

The program had eight specific goals:

(1) to allow seniors to earn credit for graduation in the community,

(2) to provide a platform for students to reflect on community problems and the need for community service,

(3) to instill in all students the need for members of society to periodically perform some type of community service,

(4) to enable students to give back to the community some of the knowledge and skills they learn,

(5) to demonstrate to the community that youth can provide some solutions to the community's problems and/or needs,

(6) to help students realize that they can be masters of their own destiny,

(7) to encourage students to develop pride in their community, and

(8) to foster interest in becoming future leaders of the community.

Evaluation

As a result of this project a strong bond developed between the students and the community. Attitudes of students improved. Initially the students thought that this was a punishment or something court-ordered. It took a lot of selling on the project coordinator's part to encourage them to use their abilities to show the community that they could help.

Evaluation was done through surveys with students (see YouthServe evaluation that follows) community members, administrators, and the teachers. Those who would initiate a similar program are advised to be enthusiastic and to make every effort to ensure that the project works. Readers are also advised to prepare in advance for liability issues and to use forms such as the Liability Waiver and Permission Form that follows this description.

For additional information, contact:

Susan Sullivan, Project Coordinator, or
Darlyn Gray
Spencer County High School
P.O. Box 849
Taylorsville, KY 40071
502/477-3255 Ext. 37

Spencer County High School YouthServe PALS

YouthServe Evaluation

Classification: ______________________ Name: ___________________________________

Please answer each question as fully as possible. Your answers help to plan next year's activities.

1. Where did you provide service?

2. Was your community service activity a new experience or have you already been volunteering in your community?

3. My service learning aided my personal growth and development in the following areas:

   __ citizenship

   __ Sensitivity to social issues

   __ academic skills

   __ self-worth/self esteem

   __ career decisions

   __ other: ____

4. What did you like most about your service learning activity?

5. What did you like least? Or what would you like to change?

6. Has your experience given you a better understanding of our community's needs and/or concerns? Please explain.

7. Did you feel needed and appreciated at your volunteer site?

8. Will you continue to volunteer after leaving the program?

Spencer County High School YouthServe PALS

Liability Waiver and Permission Form

I/We ______________________ parent/guardian/custodian of ______________________ do hereby hold the superintendent, principal(s), school staff member(s), Spencer County Board of Education, and board members individually and collectively harmless from any loss or damage to persons or property resulting from the use of or participation in the following school function.

In the event my/our child should need medical attention, I/we give our consent for the school representative(s) to secure medical attention for my/our child and for the physician(s) and/or hospital to render medical services that they deem appropriate and necessary.

Name of Activity: ______________________

Date: ______________________

Time: ______________________

Phone number so parents can be contacted in case of an emergency: ______________________

Special instructions: ______________________

____

____

Signature of Parent/Guardian/Custodian:

____

Signature of Parent/Guardian/Custodian:

____

Please circle either Parent/Guardian/Custodian.

Project STAR

Marsha Galusha, Project Developer
Lyon County Youth Service Center

Project Description

The Lyon County Project STAR (Students Taking Active Roles) initiated a variety of individual and small group community service activities and, in the process, logged an estimated 20,761 hours of service. Sixty-nine Lyon County High School Youth Corp students first initiated a district-wide program entitled Project HOPE (Help Our People Eat). HOPE collected donations of canned goods from every teacher (65) and student (952) in the district for the local food bank. In one week, more than 1,350 items were collected and distributed.

For Thanksgiving, meals were prepared and delivered to four needy families in Lyon County. Two families of elementary students assisted with preparation and delivery of the food on Thanksgiving Day.

Students in Project STAR were very active during the Christmas holidays. Their first activity required delivery of Christmas angels with the Lyon County Parent Teacher Organization. Eighty children were served and more than 300 packages were delivered within two days.

At Hilltop Nursing Home, students from the Youth Corp caroled while visiting residents at the nursing home. Then they delivered Christmas gifts to 15 elderly residents of the Lyon County Housing authority who had no family living nearby or who did not wish to venture out during the holidays. On Christmas day, ten Youth Corp members delivered meals to nine elderly citizens.

For Operation Easter Bunny, members of the high school Youth Corps purchased and delivered Easter baskets and bibles to needy families with small children.

The final activity for the school year was the Lyon County Senior Citizen Center donation. The Lyon County High School Youth Corp visited and donated $100 toward the purchase of new equipment.

Goals

Project STAR embodied five goals. The project provided opportunities for students to

(1) develop awareness of their community and its needs,

(2) form a positive attitude toward service to their community,

(3) take responsibility for making the community a better place to live,

(4) interact effectively with diverse groups representative of their community, and

(5) conduct themselves in a positive and constructive manner.

Program Management and Resources

High school teachers received a memorandum from the project coordinator providing a brief description of the project. Teachers were not involved in the delivery of this program, so professional development was not necessary. When Lyon County Youth Service Center received their community service grant from the Kentucky Department of Education, the community education director made students and staff aware of the program. Presentations were made at high school club meetings and explanatory literature was distributed. A Youth Corp was established at the school. In the first meetings, students discussed the needs and problems of the community and made suggestions for possible activities and solutions.

Liability for project activities was handled by requiring signed permission forms from parents and/or guardians. All project work was done on a volunteer basis. Teachers were not involved to a great extent other than as club sponsors at the high school. The project coordinator planned the schedule around times and days convenient to students.

As students discussed the possibilities for community service activities, the coordinator made contacts with various organizations or agencies as required. The project's advisory council, composed of several parent and community members, a student representative, and the coordinator, served as a springboard to the community. Care was taken to avoid duplicating another organization's project. The Youth Service Center made a presentation to the high school principal in the hope that the positive impact of the program would carry over into the rest of the school district.

Evaluation

Students reflected on their community service experiences during discussion of activities. They kept a scrapbook and completed an evaluation form for the Kentucky Department of Education. The program was formally evaluated by the department through forms distributed to each funded program.

The greatest accomplishment of the program was the Christmas gift delivery for the Lyon County Parent Teacher Organization. The activity gave students insight into the problems many Lyon County residents encounter. Students were able to observe lifestyles different from their own. One obstacle to full implementation of Project STAR occurred when some students were forced to choose between participating in community service activities and sports programs at the high school.

For additional information, contact

Robert East, Project Coordinator
Lyon County Youth Service Center
P.O. Box 1132
Eddyville, KY 42038
502/388-0603

YouthServe/Community Pride

D. G. Sherril, Director
Scott Jennings, Student
Dawson Springs Independent Family Resource Center

Project Description

YouthServe/Community Pride was a student-initiated environmental education program with a student-operated recycling center. In 1991, a Dawson Springs School student initiated the recycling club, predecessor to the recycling center operated by fifth grade through high school student volunteers from Dawson Springs School. During its operation, the center, conveniently located in Dawson Springs next to the public library, expanded services.

Dawson Springs students were responsible for greeting citizens visiting the center and for unloading their recyclable materials. Students also separated and sorted materials and recorded data on amounts of aluminum cans, plastics, and newspapers recycled. Adult volunteers assisted. High school students were allowed to operate the bailer with adult supervision. Aluminum and plastics were sent to local markets in Hopkins County. Newspapers were hauled to Owensboro in a rented vehicle.

Profits were reinvested in the center and also used for local beautification. Students landscaped around the center and in front of the K-8 school, then purchased and installed a new school sign.

Goals

Goals of the YouthServe/Community Pride project included: (1) raising the community's level of environmental awareness, and (2) involving citizens and students in recycling. The project supported KERA goals of applying learning to life situations and becoming responsible members of a community.

Program Management and Resources

Older students explained and demonstrated how the recycling bailer operated. Students were trained on separating materials and recording data. Adult supervision was required for equipment operation.

The Center's director plans for integration of this project with the regular school curriculum. Parents of students involved served as adult supervisors and city council members inspected Center operations.

Evaluation

Students involved in the project discussed their reactions with the Center's student assistant or the director but did not record written reflections, unless their reflections became the topic of a personal narrative for student portfolios. Older students were obligated to do community service as part of their high school graduation requirements. Younger students participated more for their own enjoyment. "Unexpectedly, almost all students wanted to volunteer to work in the center. The program provided students with after-school activity, an alternative to hanging out on the streets of town," reported the Center's director.

The effectiveness of this project was evaluated by the school district superintendent, who supported their efforts, and through evaluation forms required by the Kentucky Department of Education.

The program's greatest accomplishment was establishing the first and most successful recycling center in western Kentucky. Its greatest obstacle was heating the center during the winter. Another problem arose when citizens brought nonrecyclable materials to the center. Public awareness and information dissemination helped solve these problems. Future plans for the YouthServe/Community Pride project included mentoring and tutoring programs for students in Dawson Springs School.

For additional information:

Mr. Stillie L. Mason
Dawson Springs Independent Family Resource Center
317 Eli Street
Dawson Springs, KY 42408
502/797-4444

YouthServe Project

Nancy Whitmer
Fred Taylor Burns Middle School

Project Description

This project was created to develop an awareness of local community agencies and service needs. Students were matched with specific agencies to perform volunteer work outside school. The goal was to educate students about responsibility and service to others. Volunteer agencies for service were: hospitals, Red Cross, nursing homes, American Heart Association, American Cancer Society, Owensboro Parks and Recreation, Big Brothers/Big Sisters of Owensboro, and a variety of other community agencies in need of temporary volunteers. Students became more aware of local volunteer programs and how they might continue serving their community in the future.

For further information, contact:

Nancy Whitmer
Fred Taylor Burns Middle School
4610 Goetz Drive
Owensboro, KY 42301
502/683-3859

RESOURCES AND BIBLIOGRAPHY

The Resources section of *Community Service/ Service Learning: An Implementor's Guide and Resources Manual* provides an organized collection of information on available professional publications, teacher instructional aids, children's literature, related organizations, and assistance sources for current and future implementors of service learning. It is designed to save the reader time and energy in locating/obtaining resources and training appropriate for students and volunteers in service learning projects. An annotated list of adult and student publications with ordering information begins the section. Information for funding new and continuing community service/service learning projects is contained in descriptions of organizations. An extensive bibliography completes the section. Inclusion in this document does not imply endorsement of the resource by AEL, the U.S. Department of Education, or the Kentucky Education Association.

Resources

Materials

Leader Resources (Books, Curricular Units, Journals, Reports, Videos)

The Adventure of Adolescence: Middle School Students and Community Service, Catherine Rolzinski, 1990. Case studies of seven middle school youth service programs nationwide representing diverse models and approaches. The final chapter includes core components for program developers to consider in designing service programs for middle schoolers. Available for $10.00 from Youth Service America, 1101 15th Street NW, Suite 200, Washington, DC 20005; 202/296-2992.

An Aristocracy of Everyone: The Politics of Education and the Future of America, Benjamin Barber, 1992. Calls for a universal community service requirement coupled with classroom reflection on service learning outcomes. Available for $19.50 from Ballantine Books, Random House, 201 East 50th Street, New York, NY 10022; 800/726-0600.

Becoming a Friendly Helper: Handbook for Student Facilitators. Robert Myrick and Robert Bowman, 1981. Appropriate for middle and elementary schools. Available from Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421; 612/781-0088.

Building Community, Richard Kraft (editor), 1994. Provides a rationale for and information about strengthening the ties between K-12 and postsecondary education, using service learning as a primary vehicle. $22.00 from Colorado Campus Compact, Suite 200A, 1391 North Spear Boulevard, Denver, CO 80204; 303/620-4941.

Caring and Sharing: Becoming a Peer Facilitator. Robert Myrick and Tom Erney, 1978. Appropriate for high schools. Available from Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421; 612/781-0088.

Caring is the Key: Building a School-based Intergenerational Service Program, Joseph Melcher. Available for $31.25 from Publications, Generations Together, University of Pittsburgh, 121 University Place, Pittsburgh, PA 15260; 412/648-2209.

Children as Volunteers. This 68-page guidebook explores the concept of *Children as Volunteers* (revised edition), explaining how to apply the special abilities of youth under age 14. Written for directors of volunteers, organization officers, teachers, and youth group leaders, it contains many examples of volunteer projects, child-adult team models, designing assignments, and training. Available for $14.75 plus $3.75 postage/handling from Energize, Inc., 5450 Wissahickon Avenue, Philadelphia, PA 19144; or call toll-free 800/ 395-9800.

Children Helping Children: Teaching Students to Become Friendly Helpers. Myrick & Bowman, 1981. Appropriate for middle and elementary schools. Available from Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421; 612/781-0088.

Choosing to Participate Resource Manual, Alan L. Stoskopf and Margo Stern Strom. Focuses on citizenship and the history of voluntaryism and philanthropy in America. Available for $17.50 from Facing History and Ourselves, 16 Hurd Road, Brookline, MA 02146; 617/232-1595.

Collaborators: Schools and Communities Working Together for Youth Service, Rich Cairn and Sue Cairn (Editors), 1991. A guide for building effective service learning relationships between schools and community agencies. Available for $7.50 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113; 800/366-6952.

Combining Service and Learning: A Resource Book for Community and Public Service, Vols. I ($54.00), II ($54.00), and III (an annotated bibliography, $15.00). Available from The National Society for Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229; 919/787-3263.

Community Service as Values Education, Cecilia Delve Scheuermann, Suzanne Mintz, and Greig Stewart. Explains how the integration of values into all aspects of students' academic education can promote a lifelong commitment to public service. Available for $13.50 from National Society for Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609; 919/787-3263.

The Courage to Care. The Strength to Serve. Teacher's Video ($8.00), Teacher Training Manual ($10.00). Available from Maryland Student Service Alliance, Maggie O'Neill, Executive Director, 200 West Baltimore Street, Baltimore, MD 21201; 410/767-0358.

Creating and Managing Partnerships for Service learning Integration. Provides information and guidance for developing and implementing service learning partnerships. Available for $35.00 from NAPE, 209 Madison Street, Suite 401, Alexandria, VA 22314; 703/836-4880.

CRF Network, Constitutional Rights Foundation (CRF). A newsletter on youth service that provides information on CRF programs, national initiatives in service learning, resource information for educators and others, publications available through CRF, and articles on education topics. Available from the Constitutional Rights Foundation, 601 Kingsley Drive, Los Angeles, CA 90005; 213/487-5590.

Design, Leadership, and Models: The Change Agents of Service Learning, Harry Silcox, 1994. Available for $15.00 from Brighton Press, 64 Lempka Road, Holland, PA 18966; 215/357-5861.

Developing Caring Children. A parents' guide for fostering an ethic of service in their children. Includes family projects and youth activities, and describes ways parents can model service values. Available for $5.50 (add 7.6% sales tax and $4.00 postage and handling to each order) from School Improvement Project, 12703 NW 20th Avenue, Vancouver, WA 98685; 360/576-5069.

Doing Self-Directed Study for Service learning, 1993. A guide for evaluating service learning projects. Includes sample designs and suggestions of methods for collecting data on projects. Available for $3.00 from the National Clearinghouse on Service learning, R290 VoTech Building, 1954 Buford Avenue, St. Paul, MN 55108; 800/SERV (7378). Internet address serve@maroon.tc.umn.edu.

The Effective Service Learning Series, Irving Buchen and Carl Fertman, 1994. A set of service learning curricula for middle and high schools that includes 35 student workbooks, each with an average of seven experientially-based lessons and exercises. Workbook topics are sequenced to guide students through various stages of service learning programs, and each topic contains a facilitator's guide. A service learning manual is also included. Available for $180.00 from MarCo Products, 1443 Old York Road, Warminster, PA 18974; 800/448-2197.

Elucidation: Profiles to Understand the Role of Student Service in School Improvement, StarServe Foundation, 1993. In-depth profiles of four schools that have integrated service into their core and elective curricula as well as their school improvement and restructuring efforts. Out of print, but free photocopies are available from the Points of Light Foundation, 1737 H Street, NW, Washington, DC 20006; 202/223-9186.

Energizers and Icebreakers. Elizabeth Sabrinsky Foster, 1989. Available from Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421; 612/781-0088.

Enriching Curriculum Through Service Learning. Published by ASCD and distributed by PSL, this book describes specific projects that have enhanced student learning and enables schools to become partners with the community. Available for $16.00 (add 7.6% sales tax and $4.00 postage and handling to each order) from School Improvement Project, 12703 NW 20th Avenue, Vancouver, WA 98685; 360/576-5069.

Enriching Learning Through Service. A practical guide for teachers interested in infusing service into their curriculum. This includes model programs for all grade levels and practical steps for implementation. Available for $10.00 (add 7.6% sales tax and $4.00 postage and handling to each order) from School Improvement Project, 12703 NW 20th Avenue, Vancouver, WA 98685; 360/576-5069.

Equity & Excellence in Education, Greenwood Publishing Group, Inc. Volume 26, Number 2 of this journal is devoted to service learning and is available for $25.00 from Greenwood Publishing Group, Inc., 88 Post Road West, PO Box 5007, Westport, CT 06881-5007; 203/226-3571.

An Exercise in Choices: Municipal Budget Making and Social Services. This is a role play lesson for secondary students to examine the difficult choices of setting municipal social service priorities. Groups represent city agencies responsible for day care, care for the elderly, assistance to the homeless, and solid waste disposal, plus the city council budget committee. Free from Youth Service America, 1101 15th Street, NW, Suite 200, Washington, DC 20005; 202/ 296-2992.

Focus Groups: a Practical Guide for Applied Research, Richard Krueger, 1988. This general guide on using focus groups for program or product evaluation can also be applied to evaluation of service learning activities. Available for $21.50 from Sage Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320; 805/499-0721.

The Generator: Journal of Service learning and Youth Leadership, National Youth Leadership Council. Provides inspirational and practical advice for teachers, educators, administrators, policymakers, and youth workers. Sections on reflections, community voices, profiles, youth, legislative policies, and program models are included. Available from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113; 800/366-6952.

Getting Started in Service-Learning: A Primer and Guide to Successful Programs, 1995. Designed as a planning tool for people interested in starting a service-learning program. The first part is an introduction to service-learning. The second part is a workbook for planning. (32 pages) Available for $20.00 plus $5.00 shipping and handling (sales tax applies to Pennsylvania residents) from Greater Pittsburgh Camp Fire Council, Inc., 730 River Avenue, Suite 531, Pittsburgh, PA 15212; 412/231-6004 or FAX 412/231-2798.

The Giraffe Project. The Giraffe Project tells the stories of real heroes commended as "Giraffes" because they've stuck their necks out to make their world a better place. The Project's mission is to inspire others into action. Its K-12 character education curriculum is a flexible, easy to use program that teaches about courage, caring, and responsibility. Approximately 20 lessons, with activities and a PBS video, teach students to look in their studies, their communities, and themselves for Giraffe qualities and to design and implement a successful service project. *Standing Tall* comes in four loose-leaf binders, one each for K-2, 3-5, 6-9, and 10-12. Each has a 25-minute video from public television plus over 200 pages, including reproducible hand-outs for students and the templates needed for creating classroom graphics, certificates, puppets, etc. The teachers' pages include complete lesson plans, educational goals, and prep lists. Each binder-cum-video is $95. Available from The Giraffe Project, 197 Second Street, Langley, WA 98260; 360/221-0757, giraffe@whidbey.com.

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum (Revised), Rich Cairn and Jim Kielsmeier, 1991. A manual on service learning for teacher-leaders and program coordinators. Contains practical information and sample materials. Available for $29.00 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113; 800/366-6952.

How to Control Liability and Risk in Volunteer Programs, 1992. Available for $21.00 from the Minnesota Office of Citizenship and Volunteer Services, Minnesota Department of Administration, 117 University Avenue, St. Paul, MN 55155; 612/296-4731.

How to Establish a High School Service Learning Program Judith Witmer and Carolyn Anderson. Provides a "big picture/crash course" on service learning (cite order number 1-94167). Available for $6.95 (plus shipping and handling) from Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314; 703/549-9110.

A How-to Guide to Reflection: Adding Cognitive Learning to Community Service Programs, Harry Silcox, 1993. Insights into service learning and reflective teaching for educators and others. Available for $15.00 from Brighton Press, 64 Lempa Road, Holland, PA 18966; 215/357-5861.

Infusing Service Into Schools. A pamphlet for educational leaders interested in infusing service into school programs. Discusses the issue of time, service as a requirement, and creative ways to work with community agencies. Available for $3.50 (add 7.6% sales tax and $4.00 postage and handling to each order) from School Improvement Project, 12703 NW 20th Avenue, Vancouver, WA 98685; 360/576-5069.

In-Service Training. Teacher/administrator in-service training tailored to your school's needs. Price does not include: materials, transportation, or lodging (if required). Available for $250.00 half day, $500.00 full day from Greater Pittsburgh Camp Fire Council, Inc., 730 River Avenue, Suite 531, Pittsburgh, PA 15212; 412/231-6004 or FAX 412/231-2798.

The Kid's Guide to Social Action, Barbara Lewis, 1991. Available for $14.95 from Free Spirit Publishing, 400 First Avenue North, Suite 616, Minneapolis, MN 55401; 612/338-2068.

Leadership that Matters, Washington State Principals' Association. A practical guide for youth leaders and advisors interested in implementing service learning projects. Available for $3.00 from the Washington State Principals' Association, 1021 8th Avenue SE, Olympia, WA 98501; 360/357-7951.

Learning By Giving: K-8 Service learning Curriculum Guide, Rich Cairn with Theresa Coble, 1993. Contains an overview of service learning basics, a series of environmental, intergenerational, and multicultural service activities, and other information helpful in developing curriculum-based service learning activities. Available for $45.00 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113; 800/366-6952.

Learning By Serving: A Service Learning Compendium, SERVE Hot Topics. Thousands of examples of service learning projects at all grade levels (both interdisciplinary and by subject). To order make check or purchase order to NEFEC/SERVE (Federal ID# 59-6000-821). Available for $7.00 each plus $2.00 shipping and handling (Non-exempt Florida residents must include 6% sales tax) from NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177.

Learning Through Service. This booklet for teachers and youth group leaders provides a practical approach for a facilitating reflection of service experiences. For $5.50 (add 7.6% sales tax and $4.00 postage and handling to each order) from School Improvement Project, 12703 NW 20th Avenue, Vancouver, WA 98685; 360/576-5069.

Learning Through Service: Ideas from the Field, Don Hill and Denise Clark, 1994. Discusses the meaning of quality service learning and describes 20 K-12 service learning programs in California. Available for $10.00 (make check out to Stanford University) from Service learning 2000, 50 Embarcadero Road, Palo Alto, CA 94301; 415/322-7271.

Making a Difference: A Students' Guide to Planning a Service Project. Available for $5.00 from the Washington Leadership Institute, 310 Campion Hall, Seattle University, 314 East Jefferson, Seattle, WA 98122; 206/296-5630.

Making a Difference in Your Community: A Workbook for Student Directed Services Projects. Free from The Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005; 213/487-5590.

Motivational Elements in Service Learning: Meaningful Service Reflection, Recognition, and Celebration, Harry Silcox, 1994. Available for $10.00 from Brighton Press, 64 Lempka Road, Holland, PA 18966; 215/357-5861.

National Youth Service: Answer the Call, 1994. Provides resource information on over 80 national organizations that promote national and community service and highlights successful programs in service learning and other areas. Includes a list of national and community service resources available in each state. Available for $25.00 from Youth Service America, 1101 15th Street, NW, Suite 200, Washington, DC 20005; 202/296-2992.

No Kidding Around! America's Young Activists are Changing the World and You Can Too, Wendy Lesko, 1992. Available for $22.95 from Information USA, PO Box E, Kensington, MD 20895; 800/543-7693.

No Surprises: Controlling Risks in Volunteer Programs, Nonprofit Risk Management Center, 1993. A guide to preventing and handling injuries and lawsuits related to service projects. Available for $12.95 from NRMC, 1001 Connecticut Avenue, NW, Suite 900, Washington, DC 20036; 202/785-3891.

NSEE Quarterly, National Society for Experiential Education. Contains articles, book reviews, and resource information on issues related to experiential education and service learning. Available for $75.00 with membership from NSEE, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229; 919/787-3263.

Parent's Guide to Service-Learning, 1995. A brochure that explains to parents what Service-Learning is and how to ensure quality programs. (1 sheet) Available for $45.00 for 100, $200.00 for 500. Single copies available for $0.50 plus $0.35 shipping and handling for 1-5 copies. $0.05 shipping and handling per additional copy. (Sales tax applies to Pennsylvania residents.) Order from Greater Pittsburgh Camp Fire Council, Inc., 730 River Avenue, Suite 531, Pittsburgh, PA 15212; 412/231-6004 or FAX 412/231-2798.

The Principal's Role. Ideas for principals who are interested in supporting service learning in their buildings. Available for $1.50 (add 7.6% sales tax and $4.00 postage and handling to each order) from School Improvement Project, 12703 NW 20th Avenue, Vancouver, WA 98685; 360/576-5069.

Profiles in Service: A Handbook of Service learning Models, Brenda Urke and Madeleine Wegner, 1993. Case studies of five successful service learning programs, including program background, mission and goals, funding sources, curriculum strategies, replication potential, outcomes, and evaluation information. Available for $25.00 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113; 800/366-6952.

Removing Barriers: Service Learning in Rural Areas. Developed for the Council of Chief State Officers by Cynthia Parsons, coordinator of SerVermont and discusses how to remove some of the barriers to implementing service learning in rural communities. Parsons describes several examples of how rural communities can and have successfully integrated service learning into academic subject areas. Free from Council of Chief State Officers, 1 Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431; 202/336-7016 publication hotline.

The Role of Youth in the Governance of Youth Service Programs, Jennifer Appleton with Todd Clark, 1993. Provides information about and examples of practices that help ensure success in involving youth in the governance of youth service and service learning. Available for $5.00 from Youth Service America, 1101 15th Street, NW, Suite 200, Washington, DC 20005; 202/296-2992.

School-to-Life Planning: Broadening Rural Students' Horizons. This provides a literature review on community-based service learning projects by Janis Hull. Includes an annotated list of suggested readings (cite order number NL-2-295-AR, 48 pages). Available for $8.50 from Northwest Regional Educational Laboratory, 101 SW Main Street, Suite 500, Portland, OR 97204.

The Server. A journal designed to provide information and avenues for support and technical assistance to those interested in establishing or expanding service learning initiative. Available from National Service Learning Clearinghouse, National Information Center for Service Learning, University of Minnesota, R290 VoTech Education Building, 1954 Buford Avenue, St. Paul, MN 55108-6197; 800/808-SERV (7378).

Service Learning Curricula: High School, Special Education, Middle School and Elementary. Posters and other resources are also available. Available for $20.00 from Maryland Student Service Alliance, Maggie O'Neill, Executive Director, 200 West Baltimore Street, Baltimore, MD 21201; 410/767-0358.

Service Learning: Getting to the Heart of School Reform. An administrator's guide for implementing thoughtful service learning programs and policies. Available for $7.00 (add 7.6% sales tax and $4.00 postage and handling to each order) from School Improvement Project, 12703 NW 20th Avenue, Vancouver, WA 98685; 360/576-5069.

Service Learning: Meeting the Needs of Youth At Risk, Marty Duckenfield and Lorilei Swanson, 1992. This 27-page publication gives a concise overview of service learning, its benefits, and ways to initiate service learning programs. Available for $8.00 from the Publications Department, National Dropout Prevention Center, 205 Martin Street, Clemson University, Clemson, SC 29634-5111; 803/656-2599.

The Service Learning Planning and Resource Guide, Council of Chief State School Officers, 1994. Part I of this guide profiles over 100 federal programs that can be tapped into to develop and expand school-based or district-wide service learning, to include sources for funds, training, technical assistance, curriculum development, and planning. Part II identifies the service learning related resources of over 25 national and regional organizations, to include training, curricula, materials, and consultations. Available for $15.00 from CCSSO, Service learning Project, 1 Massachusetts Avenue, Suite 700, Washington, DC 20001-1431; 202/336-7016.

ServiceLine, Project Service Leadership and Northwest Educational Service District 189 newsletter. Contains ideas for and examples of service learning projects. Available from Project Service Leadership, 12703 NW 20th Avenue, Vancouver, WA 98563; 360/576-5070.

Serving to Learn: Learning to Serve. This resource contains more than 100 suggestions for ways community service activities can be used to enhance academic coursework to provide practical lessons in democratic citizenship for all children and youth, aged six through 20. Written by Cynthia Parsons, educator and current coordinator of SerVermont, a statewide initiative promoting the integration of voluntary student community service with academic course work K-12. Available for $18.00 (add $2.00 for shipping and handling) from Corwin Press, Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320; 805/499-9774.

Sharing Success: Promising Service learning Programs, Jim Watkins with Dianne Wilkes, 1993. Contains detailed descriptions of 34 exemplary K-12 service learning projects from throughout the Southeast. Each description tells how projects were started, what their components are, how they are funded, and how well they have worked. Contact information for each program is also provided. Available at no cost from NEFEC/SERVE, Route 1, Box 8500, Palaka, FL 32177; 904/329-3847.

Teaching for Service, D. Collins, 1991. Introduces faculty to service learning and describes how service learning can be incorporated within the curricula. Available for $8.00 from the Center for Service Learning, Brevard Community College, 1519 Clear Lake Road, Cocoa Beach, FL 32922; 407/632-1111, ext. 62410.

Things That Work in Community Service Learning. A collection of teacher written units. Available for $5 each from Community Service Learning Center, Carol Kinsley, Executive Director, 333 Bridge Street, Suite 8, Springfield, MA 01103; 413/ 734-6857.

Tutoring: Learning by Helping. Elizabeth Sabrinsky Foster, 1983. Available from Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421; 612/781-0088.

VYTAL Manual. A proven school-based curriculum. Includes camera-ready handouts, activities, discussion starters, and project ideas. (140 pages) Available for $40.00 plus $5.00 shipping and handling (sales tax applies to Pennsylvania residents) from Greater Pittsburgh Camp Fire Council, Inc., 730 River Avenue, Suite 531, Pittsburgh, PA 15212; 412/231-6004 or FAX 412/231-2798.

We Can Make a Difference: A Youth Participation Training Manual. Written for administrators, staff members, and sponsors of youth serving agencies and schools, this resource discusses how to design and implement a youth project and why youth participation should be an integral component of service programs. (Free) Other training materials are available. Youth Adult Participation Project, Lori Ebbighausen, Nassau County Youth Board, Mineola, NY 11501; 516/571-5827.

Whole Learning through Service: A Guide for Integrating Service into the Curriculum, Kindergarten through Eighth Grade. This teacher-written resource guide connects service to academic subjects. It includes useful resources and service project ideas for developing units around themes. Community service learning curriculum based on five themes: intergenerational, homelessness, citizenship, community health awareness, and the environment. The publication includes model units of study for the classroom, school, or community. Available for $25.00 from Springfield Public School, Community Service learning Center, 333 Bridge Street, Suite 8, Springfield, MA 01103; 413/734-6857.

World Hunger: Awareness, Affinity, Action. A Curriculum Guide for Sixth to Eighth Graders, Karen Hlynsky, 1994. A curriculum guide that provides lesson plans to introduce students to the issue of world hunger and involve them in related service projects. Includes lesson plans for three topics: (1) Hunger and famine, (2) Hunger and poverty, and (3) Hunger and malnutrition. Each lesson is designed to promote awareness of, affinity with, and action upon the issues of hunger. Available for $25.00 from the Congressional Hunger Center, 525 A Street, NE, Suite 308, Washington, DC 20002; 202/547-7022.

Youth Helping Youth: A Handbook for Training Peer Facilitators. Myrick & Erney, 1979. Appropriate for high schools. Available from Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421; 612/781-0088.

Youth Service: A Guidebook for Developing and Operating Effective Programs. Dan Conrad and Diane Hedin, (1987). Gives step-by-step help and advice on setting up a school based service program. Contains sample forms from Dan Conrad's Hopkins High School community service class. Available for $12.50 plus $2.50 shipping and handling from Independent Sector, P.O. Box 451, Annapolis Junction, MD 20701

Youth Today: The Newspaper on Youth Work. A bimonthly publication for administrators, managers, and youth service planners. Contains articles and comments regarding youth programs as well as information on youth work fellowships, service and foundation grants, national educational policy updates, personality profiles, publications, and resources. Available free from Youth Today, 1200 17th Street, NW, 4th floor, Washington, DC 20036; 202/785-0764.

Youth Voice Tip Sheet. This set of 20 tip sheets provides practical suggestions for running meetings, presenting to adults, action planning, etc. Written by and for youth. Available for $5.00 (add 7.6% sales tax and $4.00 postage and handling to each order) from School Improvement Project, 12703 NW 20th Avenue, Vancouver, WA 98685; 360/576-5069.

Children's Books: Elementary

Fly Away Home, Eve Bunting, 1991. A homeless boy, who lives in an airport with his caring father moving from terminal to terminal so as not to be noticed, is given hope when he sees a trapped bird find its freedom. A quiet story with dignity; a sensitive and moving picture book. Available for $13.95 from Clarion Books, Houghton Mifflin Company, 1 Beacon Street, Boston, MA 02108; 800/225-3362.

The Great Kapok Tree, A Tale of the Amazon Rain Forest, Lynne Cherry, 1990. Animals living in a great Kapok tree in the Brazilian rain forest try to convince a man with an ax not to cut down their home. Available for $15.00 from Random House, Inc., 400 Hahn Road, Westminster, MD 21157; 800/726-0600.

Hey, Get Off Our Train, John Burningham, 1994. In this enchanting story, a young child and a pajama-case dog take a trip on a toy train and rescue several endangered animals. A book to read aloud again and again! Available in paperback for $7.99 from Random House, Inc., 400 Hahn Road, Westminster, MD 21157; 800/726-0600.

Ibis, A True Whole Story, 1990. A humpback whale becomes entangled in a fishing net off the Massachusetts coast and is freed by a team of helpful whale watchers. A charming book based on a true story. Available For $12.95 from Scholastic, Inc., New York, NY, 730 Broadway, New York, NY 10003; 800/392-2179.

It Zwibble and the Greatest Cleanup Ever, Lisa V. Werenko, 1991. What can be done with all the junk at Sycamore and Pond! The Zwibbles, Moose, Toucan, and other zany animals will figure it all out, and have fun in the process! Available in paperback for $2.50 from Scholastic, Inc., 730 Broadway, New York, NY 10003; 800/392-2179.

Just a Dream, Chris Van Allsburg, 1990. Walter doesn't care whether he recycles or picks up litter, until an uncanny dream takes him (and his bed) upon travels far and wide. Beautiful illustrations in this story about a child who really wakes up! Available for $17.95 from Houghton Mifflin Company, 1 Beacon Street, Boston, MA 02108; 800/225-3362.

Uncle Willie and the Soup Kitchen, DyAnne DiSalvo-Ryan, 1991. After a day with Uncle Willie working in the soup kitchen, a young boy has a greater understanding of what it means to make a difference in your neighbors' lives. Sensitive text and pictures. Available for $16.00 from William Morrow and Company, 39 Plymouth Street, Fairfield, NJ 07004; 800/237-0657.

Young Adult Books: Grades 6-12

A Begonia for Miss Applebaum, Paul Zindel, 1989. Two teens use a cash card to help their offbeat favorite teacher with her homeless friends. Available in paperback for $3.50 from Bantam Books, 666 Fifth Avenue, New York, NY 10019; 800/323-9872.

Come the Morning, Mark Jonathan Harris, 1989. Ben and his family find themselves living among the poor and homeless when they arrive in Los Angeles to look for Ben's father. Available for $14.95 from Simon & Schuster, 200 Old Tappan Road, Old Tappan, NJ 07675; 800/257-5755.

December Stillness, Mary Downing Hahn, 1988. Ninth-grader Kelly chooses the local bag man, a disturbed veteran, as the subject of her social studies paper on the homeless, never anticipating that her interference will lead to tragedy. Available for $14.95 form Clarion Books, Houghton Mifflin Company, 1 Beacon Street, Boston, MA 02108; 800/225-3362.

Ecotopia, Ernest Callenbach, 1983. Reporter Will Weston visits isolated community, Ecotopia. How does this skeptical visitor react to the new and unusual living situation? Available in paperback for $4.50 from Bantam Books, 666 Fifth Avenue, New York, NY 10019; 800/323-9872.

Lyddie, Katherine Paterson, 1991. Set in the 1840s, an impoverished Vermont farm girl, Lyddie Worthern, is determined to gain her independence by becoming a factory worker. Her job becomes a struggle for fair working conditions. Available in paperback for $3.99 from Penguin U.S.A., 120 Woodbine Street, Bergenfield, NJ 07621; 800/526-0275.

Matt's Crusade, Margo Marck, 1988. Young Matt Tyson, avid football fan, may jeopardize family relationships and his place on the football team when he gets involved in protesting nuclear missiles with his new friends. How much does he risk and how does Matt learn to fight for peace? Available in paperback for $2.95 from Pandom House, Inc., 400 Hahn Road, Westminster, MD 21157; 800/726-0600.

Number the Stars, Lois Lowry, 1990. The friendship between two young girls in Copenhagen is interrupted by World War II. Will the friendship endure the life and death struggles, the secrets, and the risks? This powerful story demonstrates the courage of young people to act according to their convictions. Available in paperback for $4.99 from Dell Publishing, 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, NY 10017; 800/932-0070.

The Planet of Junior Brown, Virginia Hamilton, 1986. Already a leader in New York's underground world of homeless children, Buddy Clark takes on the responsibility of protecting the overweight, emotionally disturbed friend with whom he has been playing hooky from eighth grade all semester. Available in paperback for $3.95 from Simon & Schuster, 200 Old Tappan Road, Old Tappan, NJ 07675; 800/257-5755.

Organizations

National

Activism 2000 Project. Information USA, Inc., PO Box E, Kensington, MD 20895; 301/924-0556.

American Red Cross. National Office of Volunteers and Community Services, 17th and D Streets, NW, Washington, DC 20006; 202/737-8300.

American Youth Policy Forum. Samuel Halperin, Co-director, 1001 Connecticut Avenue, NW, Suite 719, Washington, DC 20036; 202/755-9731.

Anchor Clubs. Pilot International Headquarters, Youth Department, 244 College Street, PO Box 4844, Macon, GA 31213; 912/743-7403.

Association for Experiential Education. Sharon Heinlen, Executive Director, 2885 Aurora Avenue, Suite 28, Boulder, CO 80303; 303/440-8844.

Association for Supervision and Curriculum Development (ASCD). 1250 North Pitt Street, Alexandria, VA 22314-1453; 703/549-9110. ASCD included service learning as a major component of its character education initiative. ASCD offers professional development experiences in curriculum and supervision, disseminates information, and encourages research, evaluation, and theory development. ASCD also provides publications, professional development conferences, interactive satellite teleconferences, international meetings, and training centers.

Boys Clubs of America. 287 East 10th Street, New York, NY 10009; 212/677-1102.

Cairn & Associates. 3533 44th Avenue South, Minneapolis, MN 55406; 612/722-5806. Cairn & Associates offer a variety of resources and services related to service learning, including fundraising, proposal writing, training, consulting, program evaluation, editing, and event planning.

Campus Compact. Box 1975, Brown University, Providence, RI 02912; 401/863-1119. Campus Compact concentrates on postsecondary institutions, but often works directly with K-12 schools in the design, supervision, evaluation, training, and implementation of service learning projects. College students participating in Campus Compact can provide assistance to K-12 service learning projects as their service activity.

Center for Experiential Education and Service Learning. 460 VoTech Building, 1954 Buford Avenue, St. Paul, MN 55108; 612/625-0208.

Center for Intergenerational Learning (CIL). Temple University, 1601 North Broad Street (083-40), Philadelphia, PA 19122; 215/204-6709. CIL serves as a clearinghouse on intergenerational programs, develops and evaluates demonstration projects, collects and designs resource materials, and provides technical assistance and training to organizations interested in developing inter-generational programs.

Child Welfare League of America, Inc., Robin Nixon, Project Director of Youth Services, 440 First Street, NW, Washington, DC 20001; 202/638-2952.

Children's Defense Fund. 25 E Street, NW, Washington, DC 20001; 202/628-8787.

Close Up Foundation (CUF). 44 Canal Center Plaza, Alexandria, VA 22314; 703/706-3300. CUF sponsors the Civic Achievement Award Program, which helps build civic awareness among students in grades five through eight by having them complete research projects and conduct community related service projects. The Active Citizenship today program integrates community service into social studies curricula.

The Community Board Program. Irene Cooper-Basch, Director of Marketing and Communication, 1540 Market Street, Suite 490, San Francisco, CA 94102; 415/552-1250. Offers K-12 course material covering interpersonal communication, problem solving, conflict resolution, and conciliation skills.

Community Service Learning Center. Carol Kinsley, Executive Director, 333 Bridge Street, Suite 8, Springfield, MA 01103; 413/734-6857. The Center works with K-12 schools, higher education, business, and community groups to develop community service learning activities by providing technical assistance and training in program and curriculum development including workshops and seminars.

Constitutional Rights Foundation (CRF). Todd Clark, Executive Director, 601 South Kingsley Drive, Los Angeles, CA 90005; 213/487-5590. Produces a national newsletter (*CRF Network*) and provides technical assistance, materials, policy development, and networking. Since 1962, CRF has used education to address some of America's most serious youth-related problems: apathy, alienation, and lack of commitment to the values essential to our democratic way of life. Through myriad civic-education programs developed by CRF staff, young people prepare for citizenship and learn the vital role they play in our society. Empowered with knowledge and a sense of capability, youth can interact successfully with our political, legal, and economic system. They also provide information on Youth Community Service (YCS), a program developed and implemented in cooperation with the Los Angeles school district, which has been operating successfully in 24 public high schools for more than six years; *School Youth Service Network*, a national publication which highlights the community service field from coast to coast; and a school youth service journal, "CRF Network." Also available at cost are *Skill Builders*, six workbooks designed to improve oral, written, and other essential communication skills; a 19 minute video documentary reviewing the school-based program; and a curriculum for Student-Initiated Projects.

Corporation for National & Community Service. 1201 New York Avenue, NW, Washington, DC 20525; 800/94-ACROPS (942-2677). For state contacts 202/606-5000. The Corporation administers the National and Community Service Trust Act (NCSTA) and promotes service nationwide through grants, information, technical assistance, and other resources. The Corporation functions as a clearinghouse of information and technical expertise on service opportunities and provides funding on a competitive basis for state and national organizations.

Service programs include Americans of all ages and backgrounds in an effort to build a sense of community and national unity. Among the Corporation's programs, which include AmeriCorps and Summer of Safety, funding for K-12 service learning is available primarily through Learn and Serve-America:

> **Learn and Serve-America** supports projects that involve school-age youth in service learning activities and adult volunteers in schools. Local agencies such as schools or school districts seeking support for teacher training, service learning coordinators, or school-based K-12 service learning programs may apply for Learn and Serve-America funds through their state education agency or for AmeriCorps funds through their state commission. Local, nonprofit, community-based organizations seeking funding for full- or part-time national service programs (school year or summer) may apply to their state commission for funding under either AmeriCorps or Learn and Serve-America.

Council of Chief State School Officers (CCSSO). 1 Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431; 202/408-5505. Since 1987, the CCSSO has centered on building greater awareness and understanding about service learning as a teaching and learning methodology. The CCSSO is a co-host of the Alliance for Service Learning in Education Reform.

DeWitt Wallace-Readers's Digest Fund. 2 Park Avenue, 23rd Floor, New York, NY 10016; 202/251-9700. The Fund provides support for the replication of proven and promising programs in service learning as well as for field-wide training and technical assistance activities.

East Bay Conservation Corps. 1021 Third Street, Oakland, CA 94607; 510/891-3900.

Foundation Center. 1001 Connecticut Avenue, NW, Suite 938, Washington, DC 20036; 202/331-1401. The Foundation Center provides information on foundation and corporate giving, nonprofit management, fundraising, grants for individuals and schools, and foundation management.

4-H Extension Service. U.S. Department of Agriculture, 14th and Independence Avenue, SW, Room 3441, Washington, DC 20250; 202/720-2908.

Four-One-One National Clearinghouse on Volunteerism. 7304 Beverly Street, Annandale, VA 22003; 703/354-6270.

Foxfire Fund Incorporated. PO Box 541, Mountain City, GA 30562; 706/746-5318. Provides technical assistance, resources, and training to teachers on involving students in service learning, community projects, and other experiential activities.

Generations Together. University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA 15260; 412/648-2209. Resource center on intergenerational service programs.

Girls Incorporated. 30 East 33rd Street, New York, NY 10016; 212/689-3700.

Girl Scouts of the U.S.A. 420 5th Avenue, New York, NY 10018; 212/852-8000.

Greater Pittsburgh Camp Fire Council, Inc. 730 River Avenue, Suite 531, Pittsburgh, PA 15212; 412/231-6004 or FAX 412/231-2798. Individual one-to-one consultations. Available for $50.00 per hour (initial consultation is free). One-hour workshops designed for specific audiences. Topics include: Introduction to Service Learning, Moving Along the Continuum Reflection, Youth Empowerment, CPS, and Designing Effective Service Programs. Available for $100.00.

Haas Center for Public Service. 558 Salva Tierra Walkway, Stanford, CA 94305-8620; 415/725-7388. The Haas Center, in collaboration with Youth Service America and other organizations, sponsors the Service Learning 2000 program. Service Learning 2000 helps classroom teachers incorporate service into every aspect of classroom learning.

Hitachi Foundation. 1509 22nd Street, NW, Washington, DC 20037; 202/457-0588. The Foundation offers a Yoshiyama Award for Exemplary Service to the Community. The $5,000 award is given annually to 8-10 high school seniors nationwide, based on participation in service activities.

Independent Sector. 1828 L Street, NW, Suite 1200, Washington, DC 20036; 202/223-8100.

Institute for Responsive Education. 605 Commonwealth Avenue, Boston, MA 02215; 617/353-3309.

Interact Rotary International. Rotary Center, 1560 Sherman Avenue, Evanston, Il 60201; 708/866-3000.

Junior Achievement. 7300 Whittier Boulevard, Bethesda, MD 20817; 301/229-5300.

Junior Exchange Club. The National Exchange Club, 3050 Central Avenue, Toledo, OH 43606; 419/535-3232.

Junior Civitan. Civitan International. PO Box 130744, Birmingham, AL 35213-0744; 205/591-8910.

Just Say No International. 2101 Webster Street, Suite 1300, Oakland, CA 94612; 510/451-6666.

Key Club. Kiwanis International, 3636 Woodview Trace, Indianapolis, IN 46268; 317/875-8755.

Leo Clubs. The International Association of Lions Clubs, 300 22nd Street, Oak Brook, IL 60521-8842; 708/571-5466.

Maryland Student Service Alliance. Maggie O'Neill, Executive Director, 200 West Baltimore Street, Baltimore, MD 21201; 410/767-0358. The Alliance helps schools create opportunities for all students to perform service through service courses, clubs, and infusing service across the curriculum and provides training for teachers and administrators.

Minnesota Office of Citizenship and Volunteer Services. Lauren Weck, Director, 117 University Avenue, St. Paul, MN 55155; 612/296-4731. The Office supports Minnesota volunteerism preparing community agencies to use youth volunteers.

National Association of Elementary School Principals. June Million, Public Relations Director, 1615 Duke Street, Alexandria, VA 22314; 703/684-3345.

National Association of Partners in Education, Inc. (NAPE). 209 Madison Street, Suite 401, Alexandria, VA 22314; 703/836-4880. Through the Innovative Democratic Education And Learning through Service (IDEALS) program, NAPE is introducing, testing, and replicating K-12 service learning programs. The goals of IDEALS are to help teachers infuse service learning into the curriculum and empower students to serve as resources to the community through service learning programs. IDEALS provides technical assistance and training for coordinators, educators, and community leaders as well as lesson plans and materials on developing service learning programs.

National Association of Secondary School Principals. Deborah Roth, Public Relations Director, 1904 Association Drive, Reston, VA 22091; 703/860-0200.

National Association of Service and Conservation Corps. Kathleen Selz, Executive Director, 666 11th Street, NW, Suite 500, Washington, DC 20001; 202/737-6272.

National Center for Neighborhood Enterprise. 1367 Connecticut Avenue, NW, Washington, DC 20036; 202/331-1103.

National Community Education Association (NCEA). 3929 Old Lee Highway, Suite 91, Fairfax, VA 22030; 703/359-8973. NCEA assists school districts, community colleges, and universities nationwide that sponsor service learning through training at national conferences, workshops, and referrals to similar programs. Examples of successful programs have been highlighted in NCEA publications and are available for a small fee.

National Crime Prevention Council (NCPC). 1700 K Street, NW, Second Floor, Washington, DC 20006; 202/466-6272. Among the NCPC's initiatives is its Youth as Resources program, which provides opportunities for youth to design and run community service projects.

National Diffusion Network (NDN). Recognition Division, OERI, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208; 202/219-2187. NDN funds can be used to promote and disseminate the adoption and/or adaptation of exemplary service learning models, curricula, and practices. Developer/Demonstrator and State Facilitator grants are available.

National Dropout Prevention Center. Clemson University, 205 Martin Street, Clemson, SC 29634-5111; 803/656-2599. The Center offers a database of information, organizations, programs, and other resources to those interested in service learning; it also provides technical assistance in setting up mentoring and service learning programs as well as publications on service learning.

National Education Association. 1201 16th Street, NW, Washington, DC 20036-3290; 202/833-4000.

National Endowment for the Humanities. Humanities Projects in Museums and Historical Organizations, Division of Public Programs, Room 420, 1100 Pennsylvania Avenue, NW, Washington, DC 20506; 202/606-8284. The Humanities Project in Museums and Historical Organizations funds service learning projects in which students focus on historical events, key historical figures, systems of thought, and historical epochs. Grants range from $10,000 to $1 million.

National FFA Center. PO Box 15160, Alexandria, VA 22309-0160; 703/360-3600. FFA (formerly Future Farmers of America) offers agricultural education programs in over 7,700 school districts nationwide.

National Fish and Wildlife Foundation. 1120 Connecticut Avenue, NW, Suite 900, Washington, DC 20036; 202/857-0166. Offers support in the areas of habitat protection and restoration, minority environmental literacy, recruitment and leadership training programs, applied conservation of endangered fish, and wildlife and plant resources.

National Governors Association. 444 North Capitol Street, NW, Suite 267, Washington, DC 20001; 202/624-5300. NGA provides policy development assistance and networking.

National Indian Youth Leadership Project (NIYLP). Box 2140, Gallup, NM 87301; 505/722-9176. NIYLP has been active in service and service learning programs in Native American communities for 15 years and is committed to reviving the Native traditions of service to others. Schools, tribes, and community agencies serving Native American populations can contact NIYLP for information on service learning training and technical assistance. Research, articles, and curriculum materials are also available.

National Park Foundation. 1101 17th Street, NW, Suite 1102, Washington, DC 20036; 202/785-4500. The philanthropic arm of the National Park Service, the National Park Foundation sponsors the Parks as Classrooms program to bring teachers and students into the national parks for learning and service. The NPF has awarded nearly $500,000 to programs nationwide that are designated Parks as Classrooms. The foundation awarded more that $1.4 million to support nine three-year grants to Parks as Classroom programs targeting fourth-seventh grades.

National Service Learning Clearinghouse. R-290 VoTech Education Building, 1954 Buford Avenue, University of Minnesota, St. Paul, MN 55108; 800/808-SERV. Internet address is serve@maroon.tc.umn.edu. Clearinghouse partners have selected areas of speciality to focus development of materials and information. The Pennsylvania Institute on Environmental and Community Service Learning is preparing a packet on service learning and the reflection process. Project Service Leadership is developing information on middle school service programs, and the Constitutional Rights Foundation is doing work on service learning and urban education. A database and information system are available through the Internet. The clearinghouse is developing proposals to have youth engage in teaching teachers how to use computers, and is also working with state agencies to increase the availability of computer access to educational practitioners.

National Society for Experiential Education (NSEE). 3509 Haworth Drive, Suite 207, Raleigh, NC 27609; 919/787-3263. This organization is a resource center and professional association that supports the use of learning through experience. This group offers professional development, a national network of educators who work with service programs, information and referrals, and publications. NSEE was awarded a five-year grant from the DeWitt Wallace-Reader's Digest fund to strengthen community service learning and internships in grades 9-12. Through this project, NSEE provides technical assistance, teacher and professional development workshops, a leadership development program, peer consultation, and collaboration. NSEE also offers publications on key issues and practices in experiential education, national and regional conferences, and a National Resource Center for Experiential and Service Learning.

National Youth Leadership Council (NYLC). 1910 West County Road B, St. Paul, MN 55113-1337; 800/366-6952. NYLC promotes the growth of service learning nationwide through training, materials, technical assistance, and networking. With a five-year grant from the DeWitt Wallace-Reader's Digest Fund, NYLC has established the Generator School Project, a nationwide program in K-8 schools that creates service learning demonstration laboratories. NYLC's WalkAbout Summer program engages K-12 youth in service learning projects and pairs high schoolers with college students to do team teaching.

NYLC offers, through its Service Learning Training Institutes, professional development to educators and others around the nation interested in service learning. One-, two-, and three-day training institutes are tailored to the specific needs of teachers, schools, or districts. Training topics include basic information on service learning and its components, working with community agencies, and strategies for initiating or expanding service learning projects. NYLC also publishes materials to help educators and others establish service learning and provides other resources and assistance.

Octagon Clubs. Optimists Clubs, 4494 Lindell Boulevard, St. Louis, MO 63108; 314/371-6000.

Partners for Youth Leadership. Center for Prevention Research and Resource Development, Bob D'Alessandro, 554 Linden Park Court, Boulder, CO 80304; 303/442-1795. Annual conference, youth involvement resources for prevention programs.

The Partnership for Service Learning. 815 Second Avenue, Suite 315, New York, NY 10017-4594; 212/986-0989.

Pennsylvania Institute for Environmental and Community Service Learning (PIECSL). 64 Lempa Road, Holland, PA 18966; 215/357-5861. PIECSL serves as part of the Northeast Regional Technical Assistance Center, which organizes and administers programs and activities to increase community service opportunities in schools, colleges, universities, workplaces, and community-based organizations through full-time youth corps and senior citizen programs. PIECSL provides teacher training, educational packets and publications, and research on service learning and conducts service learning projects.

The Pennsylvania Service Learning Evaluation Network. University of Pittsburgh, 5D01 Forbes Quadrangle, Pittsburgh, PA 15260; 412/648-7196. The Network evaluates service learning programs and provides information, resources, and services to teachers, community organization directors, counselors, youth workers, principals, mental health counselors, community and business leaders, parents, and students.

Points of Light Foundation (POL). Robert Goodwin, President, 1737 H Street, NW, Washington, DC 20006; 202/223-9186. POL promotes community service among a wide variety of audiences, including youth and schools. Training and technical assistance on youth service and service learning is offered through two programs: YES Ambassadors and Communities as Places of Learning. Both programs work closely with schools and volunteer centers. In addition, the Foundation catalogues exemplary youth service/service learning programs on its ServLink database. Single free copies available of *Get Ready for Anything* and *Schools and Communities: Creating Places of Learning.* Publishes an extensive catalogue of materials on volunteerism.

Project Adventure, Inc. PO Box 100, Hamilton, MA 01936; 508/468-7981.

Project Service Leadership (PSL). 12703 NW 20th Avenue, Vancouver, WA 98685; 360/576-5069. PSL provides assistance to educators, schools, and school districts to promote service and service learning. PSL offers technical assistance, curriculum materials, workshops, summer institutes, seminars, a database on service, publications, a newsletter, and a resource center to provide training, consultation, and other assistance and resources.

Public/Private Ventures. 2005 Market Street, 9th Floor, Philadelphia, PA 19103; 215/557-4400.

Quest International. 1984 Coffman Road, PO Box 4850, Newark, OH 43058-4850; 614/522-6400. Quest International joined with Lions Club International to form the Lions-Quest Skills for Adolescence and Skills for Growing, which addresses drug prevention programs at the middle and elementary school levels. Quest programs, which include service learning, are designed to be incorporated into traditional subject areas or can be taught as separate courses. Quest and Lions Clubs International have also developed, in partnership with the National Youth Leadership Council, Skills for Action, a curriculum that brings together youth, educators, families, and community members to address needs in the school and community.

San Francisco School Volunteers, Community Studies and Service Program. Sandra Treacy, Executive Director, 65 Battery Street, 3rd Floor, San Francisco, CA 94111; 415/274-0250.

Search Institute. Gene Roehlkepartain, Thresher Square West, 700 3rd Street, Suite 210, Minneapolis, MN 55415; 612/376-8955 or 800/888-7828. The Institute specializes in research and evaluation and manages the RespecTeen program.

Serteen Clubs. Sertoma International, 1912 East Meyer Boulevard, Kansas City, MO 64132-1174; 816/333-8300.

SerVermont. PO Box 516, Chester, VT 05143; 802/875-2278. SerVermont provides supports to youth service in Vermont and throughout the nation through publications, technical assistance, and training. SerVermont is working with teachers and education reform leaders across the U.S. to produce sets of curricular materials for elementary, middle, and secondary schools that fuse service activities with integrated subject matter studies.

Servus. MicroAssist, Inc., 800/735-3457. Servus offers MAC and IBM software for service program management.

Social Science Education Consortium. PO Box 21270, Boulder, CO 80308-4270; 303/492-8154.

Teen Outreach. The Cornerstone Consulting Group, PO Box 710082, Houston, TX 77271-0082; 713/272-6556.

U.S. Committee for UNICEF. 333 East 38th Street, New York, NY 10016; 212/686-5522.

U.S. Department of Education. Compensatory Education Programs, Office of Elementary and Secondary Education, 600 Independence Avenue, SW, Washington, DC 20202-6132; 202/260-0826. Schools, districts, and states can use Chapter I program funds for service learning projects that meet Chapter I criteria. In addition, Basic and Concentration grants, State Administration grants, State Program Improvement grants, and Chapter II funds can also be used for service learning.

U.S. Environmental Protection Agency. Environmental Education Division (1707), 401 M Street, NW, Washington, DC 20460; 202/260-4965. Offers grants in the area of environmental protection as well as student awards for participation in environmental projects. EPA also offers free posters, newsletters, curriculum materials, and workbooks.

U.S. Fish and Wildlife Service. 1849 C Street, NW, Mail Stop 3445-M1B, Washington, DC 20240; 202/208-5634. The Service offers grants for fish and wildlife enhancement and protection.

United Way of America. 701 North Fairfax Street, Alexandria, VA 22314; 703/836-7100.

VYTAL (Volunteer Youth Training and Leadership). Greater Pittsburgh Camp Fire Council, Inc., 730 River Avenue, Suite 531, Pittsburgh, PA 15212. VYTAL is a program that works with youth, schools, and community-based organizations to promote and encourage positive youth development by mobilizing young people to give service. VYTAL's goal is to aid in implementing successful service-learning programs by providing training and technical assistance, opportunities for involvement, and products and publications. For more information call 412/231-6004 or FAX 412/231-2798.

Young America Cares! (YACI) United Way of America, 701 North Fairfax Street, Alexandria, VA 22314; 703/836-7112. YACI Provides materials, technical assistance, and model program development, including free telephone consultation on youth program development, fact sheets on working with local United Way and volunteer centers, educational materials for grades four-six, a resource kit for problem solving, and a brochure describing the program and partnerships among United Ways, volunteer centers, and schools.

YMCA Earth Service Corps (YESC). National Resource Center, 909 4th Avenue, Seattle, WA 98104; 800/733-YESC (9372). YESC utilizes the YMCA to develop environmental service learning projects in partnership with high school students, teachers, and schools. Its National Resource Center provides technical assistance and information to those interested in starting a YESC program in their neighborhood.

YouthBuild U.S.A. 58 Day Street, PO Box 440332, Somerville, MA 02144; 617/623-9900.

Youth Community Service. 25 Churchill Avenue, Palo Alto, CA 94306.

Youth Service America. Roger Landrum, President, 1101 15th Street, NW, Suite 200, Washington, DC 20005; 202/296-2992.

Youth Volunteer Corps of America (YVCA). 6310 Lamar Avenue, Suite 125, Overland Park, KS 66202; 913/432-9822. YVCA engages youth, ages 11-18, from various ethnic and socio-cultural backgrounds in community problem solving through structured volunteer service. YVCA helps develop programs for schools, teachers, funders, and others interested in starting a community-wide service program. The programs consists of two components—a school-year component that designs and implements service projects linking school curricula to service and a summer component, in which youth volunteer teams supervised by trained Team Leaders work full-time for up to ten weeks on projects.

State

Kentucky Community Service Commission. Dave Crowley, Director, State Office Building, Room 923, Frankfort, KY 40622; 502/564-5195.

Kentucky Department of Education. Classroom mini-grants, school planning grants, and district continuation grants are available. A spring conference is held annually for students and educators. Karen Schmalzbauer, Administrator for Commission on National and Community Service Grants, 1729 Capitol Plaza Tower, 500 Mero Street, Frankfort, KY 40601; 502/564-3678.

Kentucky's high school restructuring project also provides incentives for community service/service learning, contact Gordon Newton, Director, Division of School Improvement, 6th Floor, Capitol Plaza Tower, 500 Mero Street, Frankfort, KY 40601; 502/564-2116.

Kentucky Education Association. 401 Capitol Avenue, Frankfort, KY 40601; 502/875-2889.

Local

Check local listings for the following service organizations in your area.

American Heart Association

Big Brothers/Big Sisters

Boy Scouts/Girl Scouts

Chevron

Civitan

Coast Guard Auxiliary

Democratic & Republican parties

Easter Seals

Food Bank

Goodwill

Habitat for Humanity

Humane Society

Jaycees

Knights of Columbus

League of Women Voters

March of Dimes

Mothers Against Drunk Driving (M.A.D.D.)

100 Black Men of America

Planned Parenthood
Police Benevolent Association

Rails-to-Trails

Refuge House

Ronald McDonald House

Salvation Army

Scottish Rites Temple

Sierra Club

Students Against Drunk Driving (S.A.D.D.)

United Way

Urban League

Veterans of Foreign Wars

Welcome Wagon/Meals on Wheels

Numerous organizations in local communities are willing to be in partnership with local schools for community service learning projects. Some possibilities include:

Banks
Businesses
County Extension Offices
Factories
Fraternal Organizations (Lion's Club, Kiwanis, Rotary Club, etc.)
National/International Sororities (Beta Sigma Phi, etc.)
Nursing Homes
Senior Citizen Centers

Note: A few programs in the Southeast, such as the Foxfire project based in Georgia, have been involved in service learning for many years. Federal funding for service learning under the Serve-America program has sparked increased interest and provided support for establishing school- and community-based service learning programs in the region. All of the states in the Southeast have received Serve-America funds, and many of the programs described in this publication were supported by Serve-America grants. Contact your governor's office for further information.

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APPENDICES

Appendix A

Kentucky's Learning Goals and Academic Expectations

Appendix A

KENTUCKY'S SIX LEARNING GOALS AND 57 ACADEMIC EXPECTATIONS

Goal 1: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

1.2 Students make sense of the variety of materials they read.

1.3 Students make sense of the various things they observe.

1.4 Students make sense of the various messages to which they listen.

1.5 - 1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.

1.10 Students organize information through development and use of classification rules and systems.

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.13 Students make sense of and communicate ideas with the visual arts.

1.14 Students make sense of and communicate ideas with music.

1.15 Students make sense of and communicate ideas with movement.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

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Goal 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Science

2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.

2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.

2.3 Students identify and analyze systems and the ways their components work together or affect each other.

2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.

2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.

2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

Mathematics

2.7 Students understand number concepts and use numbers appropriately and accurately.

2.8 Students understand various mathematical procedures and use them appropriately and accurately.

2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.

2.10 Students understand measurement concepts and use measurements appropriately and accurately.

2.11 Students understand mathematical change concepts and use them appropriately and accurately.

2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.

2.13 Students understand and appropriately use statistics and probability.

Social Studies

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

2.21 (Incorporated into 2.16.)

Arts and Humanities

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

2.27 Students recognize and understand the similarities and differences among languages.

2.28 Students understand and communicate in a second language.

Practical Living

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

2.34 Students perform physical movement skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

Vocational Studies

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing resumés, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

***Goal 3: Students shall develop their abilities to become self-sufficient individuals.**

3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.

3.4 Students demonstrate the ability to be resourceful and creative.

3.5 Students demonstrate self-control and self-discipline.

3.6 Students demonstrate the ability to make decisions based on ethical values.

3.7 Students demonstrate the ability to learn on one's own.

***Goal 4: Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.**

4.1 Students effectively use interpersonal skills.

4.2 Students use productive team membership skills.

4.3 Students individually demonstrate consistent, responsive, and caring behavior.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.

4.6 Students demonstrate an open mind to alternative perspectives.

* Note: Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.

Goal 5: Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

5.3 Students organize information to develop or change their understanding of a concept.

5.4 Students use a decisionmaking process to make informed decisions among options.

5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

Goal 6: **Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.**

6.1 Students connect knowledge and experiences from different subject areas.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Appendix B

Excerpt from
Task Force on High School Restructuring: Final Report

Appendix B

TASK FORCE ON

HIGH SCHOOL RESTRUCTURING

Excerpt from

FINAL REPORT
JUNE 30, 1993
Pages 21-24

FOR REVIEW AND CONSIDERATION
BY THE KENTUCKY STATE BOARD
FOR ELEMENTARY AND SECONDARY EDUCATION

TASK FORCE ON HIGH SCHOOL RESTRUCTURING
KENTUCKY DEPARTMENT OF EDUCATION
CAPITAL PLAZA TOWER, 500 MERO STREET
FRANKFORT, KY 40601

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We recommend that schools pilot new graduation requirements from the following required core components.

REQUIRED CORE COMPONENTS FOR HIGH SCHOOL GRADUATION

Individual Graduation Plan

Prior to entering high school, with the guidance of parents and appropriate school personnel, each student shall develop an Individual Graduation Plan that documents an academic program of study for achieving the six KERA Learning Goals and demonstration of the 75 Learner Outcomes. Every school council/district will adopt policies for ensuring that academic programs of study based upon the six KERA Learning Goals and 75 Learner Outcomes will be available to each student to accomplish his/her Individual Graduation Plan. As part of the plan, students shall indicate a specific program of study that enables them to complete high school and be eligible for each of the following: college, vocational/technical school, the workforce (or home as a workplace), and the military or community service.

The plan will include specific academic courses, requirements for the Academic Portfolio, projected school sponsored or approved activities and provisions for inclusion of the student initiated culminating project. The academic program of study may include familiar course designations (English, Mathematics, Science, Social Studies, etc.) Or new and broadly integrated designs such as: Inquiry and Expression; Ethics, Logic, and Creativity; Computation, Statistics, and Data Use; or Secondary Math I, II, III, IV. Service learning activities should be project oriented and student centered and infused into all curriculum areas. Districts will adopt standards to determine levels of student proficiency.

A copy of the plan shall be kept on file at the school and shall be subject to change as the student's goals and interests change. The plan, and any changes incorporated therein, must be reviewed annually and approved by the student, the student's parent/guardian and the school official designated by council policy.

School Councils/Districts will develop strategies for accommodating students with profound learning disabilities. Individual Graduation Plans shall honor student differences and specialness without lowering standards.

Integrated Academic Portfolio

The student shall maintain a required Integrated Academic Portfolio for the years he/she is enrolled in high school. Work contained in this portfolio will demonstrate the six KERA Learning Goals and the 75 Learner Outcomes. The portfolio shall be submitted by the student to the appropriate teacher or educator panel determined by each school council/district. This means a student would assemble a single portfolio from all courses and experiences throughout high school. Evidence for the KIRIS portfolio assessments can be drawn from the Integrated Academic Portfolio.

The Academic Portfolio includes a table of contents, a letter to the reader; a transcript; a resume; appropriate test data (such as ACT, SAT, etc.); KIRIS assessment results; recommendations from educators and employers; certificates and awards; print and non-print examples of performance, demonstrations and/or exhibitions; documentation of satisfactory participation in school sponsored and approved activities and the culminating project.

Student-Initiated Culminating Project and Panel Presentation

During the review process of the Individual Graduation Plan, Prior to the anticipated final year of high school, the student shall design a significant culminating project. The Culminating Project will include a major written component supported by appropriate documentation, references and research; and an oral or visual performance, demonstration, exhibition or presentation. School councils/districts will establish a process for approving the Culminating Project and timeline, determining the criteria for success of the Project, and designing the procedures for selecting the panel. In addition to submitting the written component of the project to their panel, the students shall perform, exhibit, demonstrate or present the project to his/her panel. Assessment by the panel of the written and performance-based components of the Culminating Project will be based on criteria established by the school council/district. Documentation of successful completion of the project shall be submitted by the student as part of the final review of his/her Individual Graduation Plan.

Required School Sponsored and Approved Activities

The student shall actively participate in at lease one school sponsored or approved activity during each year he/she is enrolled in high school. School sponsored and approved activities must be designated as such by the school council and/or the district board of education. School councils/districts should be given the freedom to determine the range of opportunities available in each school, the possibility of using out-of-school sites to fulfill this requirement, and the procedure for awarding credit for completion of this component. Documentation of satisfactory participation shall be verified by the appropriate sponsor and submitted by the student as part of the final review of their Individual Graduation Plan.

In addition, during the years he/she is enrolled in high school, the student shall actively participate in any two of the following activities:

- service learning—meaningful activity that benefits the community.
- school service—a meaningful activity that benefits the school, school personnel and/or other learners.
- work-based learning—a work program, internship or simulation with predetermined learning goals, at an approved place of employment and in compliance with applicable youth employment laws.

- student-initiated enrichment—a personally enriching activity or experience that compliments the student's graduation plan.

The student may engage in these activities independently or with other students. Guidelines for acceptable activities and policies related to overlapping activities shall be developed by the school council/district. Choice of activities shall be included in the graduation plan and be approved by the student's parent/guardian and by the school official designated by council policy. Documentation of successful participation ;in two approved activities shall be submitted by the student as part of the final review of the student's Individual Graduation Plan.

Exit Review

The components required for high school graduation will be verified by the school official designated by council policy. The verification will document student achievement of the six KERA Learning Goals and demonstration of the 75 Learner Outcomes.

The 12th grade KIRIS assessments shall be administered and student scores returned to individual schools in sufficient time so that students can include the results as a required component of their Integrated Academic Portfolio. Students will seriously and responsibly complete the KIRIS assessments with the expectation of meeting Learning Goal #4.

The Kentucky Department of Education shall develop a plan to ensure reliability and validity of the KIRIS assessments for the measure of individual student progress and accountability by 1999.

Exceptions

the school council/district will develop policies and procedures to individualize the graduation requirements for students who have transferred to the school district, changed schools inside a district, been placed on homebound instruction for medical reasons or who have special needs or extenuating circumstances.

Appendix C

1994 KEA-AEL Community Service/Service Learning Study Group Member Guiding Questions for Study of and Reflection on Service Learning Programs

Appendix C

1994 KEA-AEL COMMUNITY SERVICE/SERVICE LEARNING STUDY GROUP MEMBER GUIDING QUESTIONS FOR STUDY OF AND REFLECTION ON SERVICE LEARNING PROGRAMS

To Accompany Study Group Member Logs:

1. How do students share in meeting the needs of members of their community and school?

2. How do teachers involve students in higher order thinking, solving real problems, and/or creating original work?

3. How do students benefit from service learning?

4. What do we (educators and community members) want students to be like, to know, and to be able to do as a result of participation in service learning?

5. How do communities, businesses, and industry benefit from student service learning?

6. What local/state sources of funding (other than the Commission on National and Community Service) are available for service learning projects?

7. What are the staff development needs for implementing service learning in the classroom?

8. What is the difference between community service and service learning?

9. What barriers occur to implementing service learning programs and what are some possible solutions?

10. What recommendations would you make to teachers and administrators wishing to implement service learning in their schools.

Appendix D

Telephone Interview Guide: KEA-AEL Community Service/Service Learning Study

Appendix D

TELEPHONE INTERVIEW GUIDE

KEA-AEL Community Service/Service Learning Study Group

Study Group Member:

Review the (KDE) 1992-94 Funded Service Learning Projects list description before phoning. Please introduce yourself to the contact person as a member of the KEA-AEL Community Service/Service Learning Study Group and ask if he/she received our post card and previous mailing of interview questions. Ask if he/she is interested in sharing information with teachers in the study group. Explain that you are phoning to collect information on his/her service learning program that may be featured in a service learning resource publication to be distributed by KEA and AEL in the region and nationwide. Ask if it is a convenient time to conduct a 30-minute interview and, if not, make an appointment and obtain the day or evening phone number for a return call.

Record responses as accurately and completely as possible, checking with your interviewee often for clarity. Allow response to the first question before asking probing questions (in parentheses), if needed. Use the back of the page and additional sheets to record all responses. Please write or print legibly. Feel free to go back to your notes to complete sentences or make copy legible.

The completed interview guides become files for completion of this study group project. Please bring them to the next study group meeting, or send copies to Karen Simon at AEL, P.O. Box 1348, Charleston, WV 25325. Retain the originals in the event copies are lost in the mail.

Respondent Name__________________________ Date______________________

Project Title____

School_________________________________ Phone______________________

School Address____

Summer Address____

Summer Phone___________________________ Home Phone__________________

To the Interviewee:

We value your ideas and do not want to miss anything. May I tape record? (only if the interviewer is able to use a speaker phone or "donut" taping device) To conserve your time, if you do not have an answer to a question we can move on. You can return to review any question or response at the end of the interview.

1. Please describe how the service learning project at your school was initiated. (Whose idea was it? Were outside resource people, workshops, or readings useful instigators? What were the steps in development of the program? Who was involved in its initiation? How were students/youth involved in the development of the project?)

2. What are the goals of your program? (What needs are addressed?)

3. Were inservice or staff development sessions provided for teachers on service learning? (If interviewee responds with "yes," please continue.) What topics have been addressed? Who identified the topics? How useful have the sessions been? How have teachers used information from staff development sessions in their classrooms? Are such sessions ongoing? Do you or other teachers conduct staff development sessions for your school or others? If so, on what topics?

4. What types of preparation/training activities assisted students in the service learning process? (i.e., awareness of topic/problem, research skills, communication skills)

5. How is the issue of school/teacher liability for service learning projects handled at your school?

6. How do you and other teachers find time for planning service learning activities?

7. How is service learning integrated with the regular curriculum?

8. How do students reflect on their service learning experiences (e.g., logs, journals, discussion, etc.)?

9. What classroom management practices have teachers found useful for service learning?

10. What was the program's greatest accomplishment? What obstacles have you encountered? How were they overcome?

11. How is the effectiveness of your service learning program evaluated? What measures of success are most important to **students,** to **teachers,** to **recipients,** to **administrators,** and to **parents**? (How do you know if the program has made a difference for students? Were pre and posttests administered to measure changes? Are parents and/or community members surveyed about results of their participation or their students' participation?)

12. Please describe results or changes in students and/or others with specific examples. How does the program meet the needs of your school or students? Describe any unexpected results.

13. How are community members and parents involved in the service learning program? (Is there collaboration with community organizations/agencies? If so, explain in what ways.) How can duplication and conflict of interests be avoided?

14. What advice would you give others interested in initiating service learning programs?

15. Can you mail to AEL some examples of agendas, sample activities, brochures, mission statement, survey and results, or other materials by May 15, 1994? (Classroom Instruction Program, AEL P.O. Box 1348, Charleston, WV 25325-1348)

16. What are the future plans for service learning activities in your school?

Study Group Member:

Ask if your interviewee would like to return to any item or clarify any point. Thank him/her for time and contributions. Explain that all data will be reviewed and programs selected for inclusion in the resource publication in June. Anticipated publication by KEA and AEL is fall 1994. Each contributor will be able to review copy for his/her program, if included, and will receive a copy of the final document. If he/she has any questions about the study group or publication, refer him/her to Karen Simon, Classroom Instruction Program, AEL, 800/624-9120.

Appendix E

Project Description Solicitation Post Card

Appendix E

KEA-AEL SERVICE LEARNING STUDY GROUP

Solicitation of Program Descriptions
Post Card Mailing

Dear Educator:

We are looking for successful service learning programs, and yours comes highly recommended! The Kentucky Education Association (KEA) and the Appalachia Educational Laboratory (AEL) are conducting a teacher study group on service learning programs in Kentucky schools. Members will prepare a resource manual for future implementors that will be published and distributed in Kentucky and AEL's Region (TN, VA, WV). Would you like your program to be included? Please phone Karen Simon at AEL 800/624-9120 by March 11, 1994 to arrange a telephone interview or send a Program Description Form. THANK YOU! All contributors will be acknowledged and receive a copy of the final publication available fall of 1994.

Mailed to all 1992-94 Kentucky Department of Education Funded Service Learning Projects, February, 1994.

Appendix F

Project Description Solicitation Letter

Appendix F

TO: Service Learning Project Coordinators

FROM: Karen Simon

SUBJECT: Study Group Member Interviews of Service Learning Project Coordinators

DATE: April 5, 1994

You may have received a post card from Appalachia Educational Laboratory last month requesting program description information. Thanks very much to those who have responded. This memorandum follows that mailing to provide interview question topics and to request interview information from those who have not responded. (We know how busy you are!) Below is an interview summary and a list of topics for the proposed interview by a teacher member of the Kentucky Education Association-Appalachia Educational Laboratory (KEA-AEL) study group on service learning. We would like to include a description of your program in our final product, a guide for educators on implementing service learning in the classroom, which will be disseminated in the region and nationwide.

Thank you for your consideration of this request and your willingness to assist other educators. Please call Karen Simon at 800/624-9120 or FAX the **information sheet** to 304/347-0487 by Wednesday, April 13, 1994 with contact information and best times to call as outlined. I look forward to hearing from you soon. If you have already responded, we thank you for your assistance. A study group member will be calling on you soon. All contributors will be acknowledged and will receive a copy of the final publication in the fall. Below is a brief summary of the KEA-AEL study group project with interview topics for your consideration.

KEA-AEL Community Service/Service Learning Study Group Project and Interview Summary

In response to reform mandates, a Kentucky Education Association-Appalachia Educational Laboratory (KEA-AEL) study group, consisting of classroom teachers, is examining how Kentucky school service learning programs incorporate strategies to meet KERA goals for improving student motivation, reducing student dropout rate, and enabling all students to succeed at the highest possible level. The final product, a guide for educators, will include examples and recommendations for successful implementation of service learning programs in the classroom.

THANK YOU FOR YOUR TIME AND CONSIDERATION OF THIS REQUEST!

(over)

KEA-AEL Service Learning Study Group Interview Topics

1. initiation of school project
2. goals of the program
3. staff development
4. student preparation for service learning process
5. school/teacher liability
6. creating time for planning
7. integration with regular curriculum
8. student reflection methods
9. classroom management strategies
10. accomplishments and obstacles
11. program evaluation
12. results
13. community and parent involvement
14. advice to others
15. sample materials
16. future plans

KEA-AEL SERVICE LEARNING STUDY GROUP INTERVIEW INFORMATION

Respondent Name ______________________________

Project Title ______________________________

School ______________________________

School Address ______________________________

Home Address ______________________________

____

Home Phone ______________________________

Best times to call: school ______________________________

home ______________________________

FAX to Karen Simon at 304/347-0487 or call Karen or Carla McClure at 800/624-9120.
THANK YOU!

Appendix G

Project Description Solicitation Article

Appendix G

Opportunities for members

Community Service Programs

KEA and the Appalachia Educational Laboratory have teamed up to publish a resource manual on schools' community service programs. They are looking for successful programs to highlight in the manual, which will be published in Kentucky and AEL's other states, Tennessee, Virginia and West Virginia.

For more information contact Marlene Becker in KEA's Ashland office who is working with this project at 606/ 325-0325. If you have a successful program you would like included in the manual, call Karen Simon at AEL at 800/624-9120 by May 13.

KTIP training

Those teachers who would like either initial or advanced training in the Kentucky Teacher Internship Program (KTIP) should see their district's professional development coordinator and their school's professional development committee.

Unlike previous years, KTIP training will not be offered at the state level, according to Dianne Worthy of the department of education's Office of Certification. Providing the training will be up to local school districts which will also decide whether this training counts toward teachers' required professional development.

Administrators may go to universities to get KTIP training and then apply to count this as part of their required leadership credits.

KEA representatives had encouraged the department to offer state level training for all KTIP resource teachers.

Minority Teacher Recruitment

Schools and districts interested in hiring minority teachers might consider sending a representative to the 4th Annual Minority and Multilingual Careers in Education Exposition, the largest education job fair of its type, to be held on Saturday, May 7 at the Holiday Inn Crowne Plaza in New York City.

Minority and linguistically diverse candidates for teaching, diagnostic and administrative positions will be invited to meet recruiters from public schools, state education departments and colleges from all over the country.

Of special interest will be candidates with certification in English as a second language, special education, occupational education, physical therapy and other hard to find areas.

To reserve recruitment space or for more information call 800/276-8988. Candidates interested in attending should call 516/541-0098.

In addition, special minority teacher recruitment advertising is offered in *Education Week* and *Teacher Magazine* in conjunction with the expo.

Conference on At-Risk Students

The Third Annual Kentucky Conference on At-Risk Students will be held July 19 at Eastern Kentucky University in Richmond. The conference is sponsored by EKU, Forward in the Fifth, the National Diffusion Network and the Estill, Jackson, Madison and Rockcastle county school districts.

The conference will include five and one-half hours of concurrent workshops and a luncheon, at which Loyal Jones, an Appalachian author and humorist, will speak. In addition, special sessions are designed for pre-school, primary, middle school and high school educators.

The registration fee is $75. For more information contact Nancy Thames at EKU's College of Education at 606/622-6556 or -6543.

DNA Science Course

On June 13-17, the University of Kentucky will host an introductory course in recombinant DNA for middle and high school biology teachers. The workshop will give teachers hands-on experience with the tools of biotechnology. Using techniques identical to those in research laboratories, teachers will perform experiments that culminate in the production and analysis of recombinant DNA molecules.

Graduate credit will be available from U.K. Participants will receive a $200 stipend and reimbursement for travel. Funds are also available for lodging and meals for participants who live more than one hour's drive from the workshop. For information, call Pat Ryan at Madisonville-North Hopkins High School at 502/825-6017.

Humanities Sabbatical

The National Endowment for the Humanities offers a number of programs for teachers. Among them is a one-year sabbatical for independent study. The application deadline is May 1 for a sabbatical during the 1995-96 academic year.

For information about the NEH Teacher-Scholar Program for Elementary and Secondary School Teachers contact the NEH Division of Education Programs, Room 302, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506 or call 202/606-8377.

Free-lance Writers Needed

Connections in Education Publications is looking for teachers who can write this summer for a parent education newsletter. Hand in Hand has three articles in each issue which deal with ways parents can emphasize learning at home and help improve home-school relations. Three issues will be produced this summer for distribution to subscribers during next school year.

Teacher writers will be paid up to $50 per article. If you are interested, contact Andy Drewlinger by May 15 (sooner if possible) at 301/309-0649 from 8 a.m. until 5 p.m. weekdays or 10 a.m. to 4 p.m. Saturdays.

Clinton Co. Superintendent Vacancy

The Clinton Co. schools is accepting applications for the position of Superintendent, to begin July 1. Interested persons should send a resume by May 16 to Wandel Strange, Interim Superintendent, Clinton Co. Schools, Post Office Box 416, Albany, KY 42602. For more information, call 606/387-6480.

Breast Cancer Summit

Teachers are more likely to suffer from breast cancer than the general female population. For that reason, school districts might consider sending a representative to The Kentucky Leadership Summit: The Challenge of Breast Cancer, on May 18 from 8:15 until 3:30 at the Brown Hotel in Louisville. This free meeting is co-sponsored by the American Cancer Society and a number of other organizations.

The goal of the summit is to raise awareness of work site initiated breast cancer education and screening. Organizations with such programs find them worthwhile and cost effective, because early detection increases survival, reduces health care costs and reduces absenteeism.

For more information or to preregister, contact the Kentucky Cancer Program at 800/4-CANCER.

'Teacher TV'

Watch The Learning Channel this spring for new episodes of "Teacher TV," the award-winning weekly series that focuses on real-life solutions to the challenges facing students and staff in America's schools.

"Teacher TV" airs at 6 p.m. (ET) each Sunday. It is a joint project of NEA and The Learning Channel.

Cancer insurance: What you should know

NEA Member Benefits cautions members against the purchase of cancer insurance, saying this type of coverage is not a wise use of discretionary income.

Instead, members (who have medical insurance provided by the state) should consider whether they need additional excess major medical or catastrophic coverage that will cover *all* medical conditions. NEA recommends that members purchase a supplemental insurance policy that covers medical care in general if you believe your state-provided coverage is insufficient.

Cancer insurance is one of several types of policies known as dread disease insurance. These policies provide coverage for the treatment of a specific disease, but only when the insured can demonstrate that he or she has been diagnosed with that disease.

The concept behind dread disease insurance policies is that they focus on a specific condition to the exclusion of all other conditions. Of the different types of dread disease insurance available, cancer insurance is perhaps the most common.

It is common to see statements like, "one in four Americans will contract cancer," in cancer insurance sales literature. One would actually need to maintain a policy for a lifetime to have one out of four chance of ever using it. Cancer policies are usually only maintained for five years. The Select Committee on Aging says that, "more accurately, one in every 280 Americans will contract cancer, but even then the figure is misleading because this includes many cancers that are preventable or which are not severe, dangerous, or costly."

For more information about Association-endorsed health insurance coverage, contact Sharon Felty-Comer at 800/231-4532, ext. 320.

Calendar

- April 25: NKEA Presidents' Conclave and Board of Directors, Florence
- April 29-30: NEA Board, Washington, D.C.
- May 1-7: Teacher Appreciation Week
- May 4: 5th District Presidents' Conclave, Louisville
- May 6: Third District Delegate Assembly, Bowling Green
- May 13-14: KEA Board, Frankfort

Appendix H

1994 KEA-AEL Community Service/Service Learning Study Group Member Log

Appendix H

1994 KEA-AEL COMMUNITY SERVICE/SERVICE LEARNING STUDY GROUP MEMBER LOG

Name__________________Date___________

What the students and I hoped to accomplish today/this week:

What we did:

Student/Other reactions:

What worked:

What I would change:

What is left to do:

Other:

Appendix I

KEA-AEL Community Service/Service Learning Study Group Self-Evaluation for Data Collection and Reporting

Appendix I

KEA-AEL COMMUNITY SERVICE/SERVICE LEARNING STUDY GROUP SELF-EVALUATION FOR DATA COLLECTION AND REPORTING

Final assessment of:

1. types and frequency of use of community service/service learning activities by study group members;
2. the degree to which these community service/service learning projects meet several criteria, including KERA goals and outcomes and Kentucky Department of Education Task Force on High School Restructuring Recommendations;
3. study group member, student, and recipient changes regarding community service/service learning.

A. Title of Project______________________________

B. Frequency of ____school or ____classroom service learning activities: (check one above)

(circle one) monthly biweekly weekly

C. Reflecting on the service learning activities you implemented during 1994, please rate on the following scale (1-not achieved to 5-achieved) the extent to which your activities allowed students to experience the following:

		not achieved				achieved
1.	learn actively rather than passively	1	2	3	4	5
2.	enhance school learning by extension beyond the classroom into the community	1	2	3	4	5
3.	have a clear understanding of what they are expected to do, with whom, in what environment, and what problems might arise	1	2	3	4	5
4.	have the opportunity to be significantly involved in defining and designing service experiences	1	2	3	4	5
5.	realize that knowledge transfers to other situations	1	2	3	4	5

6.	tackle problems with apparent relevance to life situations	1	2	3	4	5
7.	have some choice in and control over their learning through problem solving in service learning	1	2	3	4	5
8.	believe in their ability to make a positive difference in the lives of others and their own; develop a sense of caring	1	2	3	4	5
9.	talk with others about their experiences and the relationship of service to social and personal concerns	1	2	3	4	5
10.	be motivated intrinsically and find personal meaning in service learning	1	2	3	4	5
11.	realize that individual and group contributions are recognized and valued	1	2	3	4	5
12.	take responsibility for their learning	1	2	3	4	5
13.	undertake challenging and engaging service learning activities	1	2	3	4	5
14.	use personal time and resource management to achieve goals	1	2	3	4	5
15.	have regular opportunities for structured personal reflection on experiences in service learning activities	1	2	3	4	5

Adapted from Joan Boykoff Baron. (1991). Performance assessment: Blurring the edges among assessment, curriculum, and instruction. In Champagne, Lovitts, and Callinger (Eds.) (1991). *This year in school science 1990: Assessment in the service of instruction.* Washington, DC: American Association for the Advancement of Science and Rich W. Cairn and James C. Kielsmeier (Eds.). (1991). *Growing Hope: A Sourçebook on Integrating Youth Service into the School Curriculum.* Roseville, MN: National Youth Leadership Council.

D. Rate your project's accomplishment of ten service learning outcomes for learners, schools, and community on the following scale (1-not accomplished to 5-definitely accomplished):

Learners:

		not accomplished				definitely accomplished
1.	Capacity for action: ability to meet a real need, make a difference	1	2	3	4	5
2.	Self-worth: enhanced identity, moral development, humane values	1	2	3	4	5
3.	Academic skills: real-life applications, increased relevance, challenge to think critically	1	2	3	4	5

Schools:

4.	Engaged learners: motivated, responsible for own learning	1	2	3	4	5
5.	Collegiality: staff, students, community, all partners	1	2	3	4	5
6.	Educational excellence: enhanced climate, enriched curriculum, performance-based evaluation	1	2	3	4	5
7.	Improved learning: reinforcement of cognitive and affective learning goals and objectives	1	2	3	4	5

Community:

8.	Valuable service: unmet needs addressed, often uniquely	1	2	3	4	5
9.	Citizenship: active student stakeholders, present and future	1	2	3	4	5
10.	Collaboration: coordinated activities, school and community	1	2	3	4	5

E. How, if at all, has your attitude toward service learning changed during your involvement with this study group? (Use the back of this sheet if needed.)

F. How have the attitudes of your students (or others observed) toward service learning changed during your implementation of a service learning project?

(Please circle O phrases if you are not implementing your own project and answer all questions about others' projects.)

G. Through your reading, development and implementation (or observation) of your (or others') service learning project(s), evaluation of outcomes, reflection on your own (or others') practice and the reactions of students and recipients, collection of interview and questionnaire data from other practitioners, and preparation to develop a guide for implementing service learning, what have you learned about conducting research?

H. How has your (or others') implementation of a service learning project addressed each of the following Kentucky Task Force on High School Restructuring Recommendations?

1. The Individual Graduation Plan shall enable students to be eligible for college, vocational/technical school, the workforce, and the military or community service.
2. KIRIS assessment and the Academic Portfolio will demonstrate mastery of the six KERA Learning Goals.
3. Students will actively participate in Required School Sponsored and Approved Activities during each year of high school.

I. How can AEL and KEA assistance be improved for this study group project? (Use the back if needed. THANK YOU!)

J. Other comments____

____

____

Appendix J

Program Evaluation Instruments

Appendix J

Program Evaluation Instruments

Community Service Learning (CSL)
Planning Aid

(Responses can help guide budget/funding decisions
and interschool collaboration.)

Using the scale below, assess each statement about CSL according to your understanding of how it should be organized next year in your school

Scale:
1 = crucial to success
2 = valuable but not crucial
3 = maybe—need to think about
4 = no—would weaken chance for success
5 = no opinion—or—no effect

People

_____ a. Students should be part of the planning team.
_____ b. All students in the school should be able to participate in CSL.
_____ c. Participation of students in CSL should be limited to certain grade levels (ex. juniors and seniors).
_____ d. Participation of students should come from all programs/ability levels.
_____ e. Student participation should be limited in number.
_____ f. All teachers should be invited to be involved in service learning.
_____ g. One teacher should be the CSL leader.
_____ h. Principal should be on planning team.
_____ i. Planning team should include interdisciplinary group of teachers.
_____ j. Community people should be on planning team.
_____ k. Community people should serve on a separate advisory panel.
_____ l. A CSL coordinator should be hired.
_____ m. A researcher or evaluator from outside the district should evaluate the impact of CSL.
_____ n. The number of students participating in CSL should grow during the school year.
_____ o. The number of teachers involved in CSL should grow during the school year.
_____ p. Teachers, coordinators, and volunteers should participate in CSL staff development.

Actions

_____ a. Students should receive training in leadership, teamwork, conflict resolution, and consensus building.

_____ b. Students should have job descriptions and performance evaluations based on job descriptions.

_____ c. Students should be able to leave school to work on CSL activities during the school day.

_____ d. CSL teachers should be involved in interdisciplinary team teaching.

_____ e. CSL classes and training should be provided by the school district.

_____ f. Extracurricular CSL clubs should be established.

_____ g. Credit for CSL work should be part of regular class grades.

_____ h. Longer class periods should be provided for CSL.

_____ i. Transportation should be available for CSL students when necessary.

_____ j. CSL participants should have uniforms (ex., T-shirts with logo)

_____ k. CSL development and activities should receive prominence in local media.

_____ l. Participating teachers should receive lighter class loads or released time for planning.

_____ m. Participating teachers should receive extra pay.

_____ n. A district coordinator for CSL projects should be hired.

_____ o. Students should have e-mail access to communicate with other students in CSL schools.

_____ p. Teachers should have e-mail access to communicate with teachers in other CSL schools.

_____ q. CSL schools should hold periodic meetings/conferences with other CSL schools.

Adapted from Keyes, M. (1994). *Community Service Learning (CSL) Planning Aid.* Charleston, WV: Appalachia Educational Laboratory.

KENTUCKY SERVE

KENTUCKYSERVE: YouthServe Principal/Superintendent Evaluation

Project Location ______________________________ Date ______________
(School District or Community)

Name ______________________ Address ________________________
(Street or P.O. Box)

City _____________________________ Zip Code __________________

Telephone Number _____________________

Because service-learning addresses many key education reform objectives, the KentuckyServe Governor's Advisory Board is soliciting your input for future planning. Please mail the completed form to Karen Schmalzbauer, Consultant, School/Community Resource Branch, Kentucky Department of Education, 1732 Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky 40601.

AGREE	DISAGREE	UNDECIDED	
_____	_____	_____	Service-learning increases a student's sense of personal worth.
_____	_____	_____	Service-learning provides students with insight in applying academic knowledge and skills to real problems.
_____	_____	_____	Students gain a better understanding of themselves through service-learning.
_____	_____	_____	Service-learning provides students an opportunity to gain better understanding and appreciation of people with diverse backgrounds and life situations.
_____	_____	_____	Service-learning increases students knowledge of career opportunities.
_____	_____	_____	Service-learning addresses several key education reform objectives.
_____	_____	_____	Service-learning activities engage the student in the learning process.
_____	_____	_____	Service-learning projects enhance partnership opportunities and/or strengthen connections with the community.
_____	_____	_____	Service-learning helps students become invested in their communities.
_____	_____	_____	Service-learning increases the probability of learning.
_____	_____	_____	As students contribute through service they are seen to be one of the communities resources rather than problems.
_____	_____	_____	Service-learning helps young people develop the skills and attitudes required to obtain and keep a job.
_____	_____	_____	Teacher creativity is central to successful service-learning programs.
_____	_____	_____	The vision and leadership of the principal/superintendent is central to the effectiveness of youth service programs.

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KENTUCKYSERVE: **YouthServe Coordinator/Teacher Evaluation**

Project Location ______________________________ Date ____________
(School District or Community)

Name ______________________ Address ________________________
(Street or P.O. Box)

City _____________________________ Zip Code _________________

Telephone Number_____________________ Number of Students Involved __________

Service-learning addresses many key education reform objectives. Your candid response to this evaluation will assist the KentuckyServe Governor's Advisory Board in future planning.

Please check **agree**, **disagree**, or **undecided** based upon your personal observations of the students' participation in the service-learning project.

AGREE	DISAGREE	UNDECIDED	
_____	_____	_____	Most students increased their sense of personal worth.
_____	_____	_____	Most students gained a better understanding of themselves.
_____	_____	_____	The project provided students with insight in applying academic knowledge and skills to real problems.
_____	_____	_____	Most students demonstrated an increased concern for the welfare of others.
_____	_____	_____	Students were provided an opportunity to gain better understanding and appreciation of people with diverse backgrounds and life situations.
_____	_____	_____	Students were able to increase their knowledge of career opportunities.
_____	_____	_____	Service-learning addresses several key education reform objectives.
_____	_____	_____	Service-learning activities engage the student in the learning process.
_____	_____	_____	Service-learning projects enhance partnership opportunities and/or strengthen connections with the community.
_____	_____	_____	Service-learning helps students become invested in their communities.
_____	_____	_____	As youths contribute through service, they are seen to be one of the community's resources rather than problems.
_____	_____	_____	Service-learning increases the probability of learning.

What pleased you most about your service-learning experience?

What changes would you recommend?

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KENTUCKYSERVE: YouthServe Parent/Guardian Evaluation

Project Location ______________________________ Date ______________
(School District or Community)

Name (optional) ______________________

As a parent/guardian of a student who has participated in a service-learning project we would appreciate your candid response to this evaluation. Evaluation results will be incorporated into the KentuckyServe Governor's Advisory Board future service-learning plans. Please complete and return to the project coordinator at your child's school.

Please check **agree**, **disagree**, or **undecided** based upon your personal observations of the impact the service-learning project had on your child.

AGREE	DISAGREE	UNDECIDED	
______	______	______	Increased sense of personal worth.
______	______	______	Better understanding of self.
______	______	______	Increased concern for the welfare of others.
______	______	______	Gained a better understanding and appreciation of people with diverse backgrounds and life situations.
______	______	______	Increased knowledge of career opportunities.
______	______	______	Increased interest in learning.
______	______	______	Developed better understanding of citizenship.
______	______	______	Improved academic skills.

______ Yes ______ No I feel my child will continue to volunteer.
______ Yes ______ No I support my child's interest in performing volunteer service.
______ Yes ______ No I would endorse service-learning as a requirement for graduation.

What pleased you most about your childs' service-learning experience?

What changes would you recommend?

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KENTUCKYSERVE: **Youth Serve-Learning Student Evaluation**

Project Location ______________________________ Date ____________
(School District or Community)

Name (optional) ______________________________ Age ________

Young people who serve ultimately gain much more in understanding than they give. As a community service volunteer, your input is greatly valued. Learning about your experience will assist the KentuckyServe Governor's Advisory Board in future planning. Please complete this form and return to your project coordinator/teacher.

The area that best describes my service-learning project is: (select one)

_____ child care/extended day
_____ tutoring
_____ mentoring
_____ intergenerational
_____ career development
_____ community projects
_____ human service agency
_____ recreational services
_____ literacy
_____ local services
_____ other: ____________________

The majority of my service-learning hours were at: (select one)

_____ school
_____ community center
_____ nursing home
_____ recreational facility, park
_____ church
_____ business
_____ community agency
_____ private home
_____ other: ____________________

My service-learning aided my personal growth and development in the following areas: (check as many as apply)

_____ citizenship
_____ academic skills
_____ self worth/self esteem
_____ sensitivity to social issues
_____ career decisions
_____ other: ____________________

The number of hours I volunteered: (select one)

_____ under 10
_____ 11-20
_____ 21-30
_____ over 30

A new experience I had:

My fondest memory:

Things I would do differently:

Will you continue to volunteer after your project has concluded?

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KENTUCKYSERVE: **Youth Serve Recipient**

Project Location ________________________________ Date ______________
(School District or Community)

Name (optional) ________________________________

As a recipient of a service-learning project, your candid response to this evaluation would be appreciated. Please complete and return to the service-learning project coordinator/teacher.

YES	**NO**	
____	____	I feel that the students showed concern for the welfare of the people they worked with in the project.
____	____	I feel that service-learning can help students understand and appreciate people with different backgrounds.
____	____	I feel that service-learning can help students have a better understanding of people with different life situations.
____	____	I have positive feelings about the students that participated in the project.
____	____	I feel that service-learning helps students become more concerned about their community as adults.
____	____	My impression of young people in general was elevated as a result of my participation in the project.

What pleased you most about the young people?

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YEAR THREE EVALUATION OF LEARNING IN THE COMMUNITY:

CAPITAL HIGH SCHOOL'S COMMUNITY SERVICE PROGRAM

An Independent Evaluation of a Project Funded By
The Kellogg Foundation

Conducted by

Rebecca C. Burns, Research and Development Specialist

Appalachia Educational Laboratory
Charleston, West Virginia

June 1994

The Appalachia Educational Laboratory (AEL), Inc., works with educators in ongoing R & D-based efforts to improve education and educational opportunity. AEL serves as the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia and operates the Eisenhower Regional Math/Science Consortium for these same four states. It also operates the ERIC Clearinghouse on Rural Education and Small Schools.

AEL works to improve:
- professional quality,
- curriculum and instruction,
- community support, and
- opportunity for access to quality education by all children.

Information about AEL projects, programs, and services is available by writing or calling AEL.

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Appendix A:

Student Questionnaire

Dear Student:

You have been selected to participate in the annual evaluation of Capital High School's Community Service Program. The purpose of this year's evaluation is to determine the effects of course-related service-learning activities on students' beliefs and attitudes about community service and on their academic performance. To complete this evaluation, we have selected courses that use service-learning and those that do not. You may be in either.

For each of the items 1-22, please **CIRCLE THE ONE NUMBER ON THE SCALE THAT BEST DESCRIBES YOUR RESPONSE.**

Section I. Indicate the importance to you personally of the following: **Use the following scale: 1=not important, 3=somewhat important, 5=very important.**

	N		S		V
1. working toward equal opportunity for all citizens.	1	2	3	4	5
2. becoming involved in a program to improve my community.	1	2	3	4	5
3. volunteering my time helping people in need.	1	2	3	4	5
4. giving 3% or more of my income. to help those in need.	1	2	3	4	5
5. finding a career that provides the opportunity to be helpful to others or useful to society.	1	2	3	4	5

Section II. To what extent do you agree or disagree with the following statements?

1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree

	SD	D	U	A	SA
6. Adults should give some time for the good of their community or country.	1	2	3	4	5
7. Having an impact on the world is within the reach of most individuals.	1	2	3	4	5
8. Most misfortunes that occur to people are frequently the result of circumstances beyond their control.	1	2	3	4	5
9. If I could change one thing about society, it would be to achieve greater social justice.	1	2	3	4	5

		SD	D	U	A	SA
10.	I make quick judgments about homeless people.	1	2	3	4	5
11.	People, regardless of whether they have been successful or not, ought to help those in need.	1	2	3	4	5
12.	People ought to help those in need as a "payback" for their own opportunities, fortunes, and successes.	1	2	3	4	5
13.	I feel that I can make a difference in the world.	1	2	3	4	5

Section III. Although you may participate in other community service activities at your school, please respond to the following items only in terms of the class in which you complete this survey. Indicate the degree to which participation in this course has increased or strengthened your:

Use the scale 1=not at all, 3=somewhat, 5=much

		N		S		M
14.	intention to serve others in need.	1	2	3	4	5
15.	intention to give to charity to help those in need.	1	2	3	4	5
16.	sense of purpose or direction in life.	1	2	3	4	5
17.	orientation towards others and away from yourself.	1	2	3	4	5
18.	intention to work on behalf of social justice.	1	2	3	4	5
19.	belief that helping those in need is one's social responsibility.	1	2	3	4	5
20.	belief that one can make a difference in the world.	1	2	3	4	5
21.	tolerance and appreciation of others.	1	2	3	4	5
22.	belief that community service experiences improve classroom learning at Capital High School.	1	2	3	4	5

COURSE EVALUATION

Please respond to the following statements about the class you are in when you complete this questionnaire. **Use the scale of 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree.**

		SD	**D**	**U**	**A**	**SA**
1.	I learned to apply principles from this course to new situations.	1	2	3	4	5
2.	I developed a set of overall values in this subject area.	1	2	3	4	5
3.	I developed a greater awareness of societal problems.	1	2	3	4	5
4.	I reconsidered some of my former attitudes.	1	2	3	4	5
5.	I developed a greater sense of personal responsibility.	1	2	3	4	5
6.	I feel that I am performing up to my potential in this class.	1	2	3	4	5
7.	I deepened my interest in the subject matter of this course.	1	2	3	4	5
8.	I learned a great deal from this course.	1	2	3	4	5

If you participated in community service as part of the activities in **this class**, please use the space below to describe any ways in which it helped you learn.

Jefferson County Public Schools
Volunteer Talent Center
Service-Learning Survey
(Kindergarten Through Grade Three)

Please circle the response that best describes your thought or feeling about each statement. Circle only one choice for each

General Questions

1. I can help make my neighborhood a better place.

YES NO

2. I like to help people who need help.

YES NO

3. I can help make my world a better place.

YES NO

4. I can learn through helping others.

YES NO

5. What I learn in school helps me work with other people.

YES NO

6. Helping others makes me feel good about myself.

YES NO

Name: ______________________________

I.D. Number: ______________________________

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Jefferson County Public Schools
Volunteer Talent Center
Service-Learning Survey (Grades Four Through Six)

Please circle the response that best describes your thought or feeling about each statement. Circle only one choice for each.

General Questions

	Strongly Agree			Strongly Disagree
1. I can help make my community a better place in which to live.	1	2	3	4
2 Helping people in need is important to me.	1	2	3	4
3. I can make a difference in the world.	1	2	3	4
4. I can learn through helping others.	1	2	3	4
5. My work in service-learning projects helps me learn about my community and the people in it.	1	2	3	4
6. Doing something for someone else makes me feel good about myself.	1	2	3	4
7. I have a responsibility to my community.	1	2	3	4
8. I am interested in learning about people, places, and needs in my community.	1	2	3	4
9. I like to volunteer for different types of community-service experiences.	1	2	3	4
10. Community-service projects allow me to use what I learn in school in meaningful and creative ways.	1	2	3	4
11. Adults value what people my age have to offer.	1	2	3	4

Name: ______________________________

I.D. Number: ______________________________

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Jefferson County Public Schools
Volunteer Talent Center
Service-Learning Survey (Grades Seven Through Twelve)

Please circle the response that best describes your thought or feeling about each statement. Circle only one choice for each.

General Questions

	Strongly Agree			Strongly Disagree
1. I can make contributions to my community that will help make it a better place in which to live.	1	2	3	4
2. Helping people in need is important to me.	1	2	3	4
3. My participation in service learning makes a difference in the world.	1	2	3	4
4. I learn about community problems by participating in service-learning projects.	1	2	3	4
5. My work in service-learning projects helps increase my knowledge about my community and those who live in it.	1	2	3	4
7. I have a responsibility to my community.	1	2	3	4
8. I am interested in learning about the people, places, and needs in my community.	1	2	3	4
9. I like to volunteer for different types of of community-service experiences.	1	2	3	4
10. Community-service projects allow me to use what I learn in school in meaningful and creative ways.	1	2	3	4
11. Adults value what people my age have to offer.	1	2	3	4
12. Schools should include service-learning opportunities as part of their curriculum offerings.	1	2	3	4

Name: ______________________________

I.D. Number: __________________________

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